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ABSTRACT

The activities included in this book are based on current theory on effective oral communication and are intended to increase students' repertoire and use of effective oral communication behaviors. Specifically, the book's activities are designed to (1) appeal to students of all ability levels; (2) provide for student interaction and involvement; (3) involve students in creating and receiving messages in a variety of contexts for a variety of purposes; (4) provide for integrating oral communication instruction across the curriculum; (5) focus on integrating oral communication competencies rather than units of communication activity or communication contexts; and (6) provide for sequential instruction in oral communication within each subcategory of each of the four major competencies. The book divides the activities by grade levels: 7-9 and 10-12, and includes three activities for each subcompetency for each set of skills--communication codes, message evaluation, basic communication skills, and human relations. These activities relate to three purposes--occupational, citizenship, and maintenance. Each activity includes objectives, procedures for implementing the activity, follow-up suggestions and/or questions, and evaluation/assessment procedures. The book contains the SCA guidelines for speaking and listening competencies for high school graduates. (HOD)

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Activities for Teaching Speaking and Listening: Grades 7–12

Edited by Pamela J. Cooper

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Foreword

The Educational Resources Information Center (ERIC) is a national information system operated by the National Institute of Education (NIE) of the U.S. Department of Education. It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing effective educational programs.

Through its network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists this information in its reference publications.

ERIC/RCS, the ERIC Clearinghouse on Reading and Communication Skills, disseminates educational information related to research, instruction, and professional preparation at all levels and in all institutions. The scope of interest of the Clearinghouse includes relevant research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials related to reading, English, educational journalism, and speech communication.

The ERIC system has already made available—through the ERIC Document Reproduction System—much information data. However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable amounts of data must be reevaluated, focused, and translated into a different context. Rather than resting at the point of making research reports readily accessible, NIE has directed the clearinghouses to work with professional organizations in developing information analysis papers in specific areas within the scope of the clearinghouses.

ERIC is pleased to cooperate with the Speech Communication Association in making *Activities for Teaching Speaking and Listening: Grades 7–12* available.

Charles Suhor
Director, ERIC/RCS

Theory

Communication Is Basic

For years teachers at all levels have been concerned with teaching the three Rs—reading, writing, and arithmetic. In 1978 Congress revised the National Reading Act and passed the Basic Skills Proficiency Act (Elementary and Secondary Education Act, Title II) which added a fourth R—oral communication.

Although oral communication—both speaking and listening—often determines a person's educational, vocational, and social success, American education has typically neglected formal instruction in oral communication. Too many educators have assumed that since children enter school able to speak and listen, they need no training in these skills. However, effective oral communication is a learned behavior and involves the following processes (Speech Communication Association and American Speech-Language-Hearing Association 1978):

1. Speaking in a variety of educational and social situations: Speaking involves, but is not limited to, arranging and producing messages through the use of voice, articulation, vocabulary, syntax, and nonverbal cues (e.g., gestures, facial expression, vocal cues) appropriate to the speaker and listeners.
2. Listening in a variety of educational and social situations: Listening involves, but is not limited to, hearing, perceiving, discrimination, interpretation, synthesizing, evaluating, organizing, and remembering information from verbal and nonverbal messages.

Thus, effective communication involves much more than mere speaking and listening. The competent communicator has more than minimal skills. She or he uses verbal and nonverbal communication effectively in a variety of situations, with a variety of people and topics.

In addition to federal legislators, other groups of people have emphasized the importance of oral communication as a basic skill. In the document, *The Essentials of Education* (Speech Communication Association 1979), twenty-two professional organizations responding to the "back to basics," "minimal competencies," and "survival skills" movements suggest that oral communication should be an integral part of every child's education.

In 1981, The Carnegie Foundation for the Advancement of Teaching suggested that all students ". . . from the very first years of formal schooling, learn not only to 'read and write' but also to . . . listen and speak effectively" (Boyer and Levine 1981).

The 1982 National Leadership Conference on Basic Skills met to establish what had been achieved in basic skills and what should be done to extend basic skills instruction. In terms of oral communication, four basic conclusions were decided upon as the focus for basic skills instruction in the 1980s (*Quest for Quality: Improving Skills Instruction in the 1980s* 1982):

1. *Explore the Relationship between Oral and Written Communication Skills.* Similarities and differences between oral and written communication should be identified and made apparent to teachers and students. The historical canons of invention and arrangement should be common to both oral and written basic skills.
2. *Emphasize Oral Communication Instruction.* Adequate time must be allowed for oral communication in the following six areas: verbal skills, nonverbal skills, interaction skills, critical/evaluative skills, message strategy skills, and functional/situational skills. Curriculum goals must be as clear for oral communication as they are for other subject areas—no longer should oral communication merely provide supportive activities for other language arts.
3. *Develop Interactive Methods of Assessment and Performance Measures Which Are Valid, Reliable, and Feasible.* Federal, state, and local education agencies should develop new methods of assessment that are valid, reliable, and feasible. In addition, these agencies should conduct studies to allay or verify fears that oral communication assessment is too time-consuming and costly. The results of the new assessment should be disseminated widely throughout basic skills programs in order to promote alternative means of assessment and to help others avoid duplicating work already done.
4. *Develop a National Oral Communication Project Patterned after the National Writing Project.* Because the National Writing Project has earned acclaim from both educators and the general public, a similar project for oral communication could produce equally valuable results.

All of these groups indicate that oral communication is fundamental to education. It is coequal among the basic skills and has been recognized as such. Thus, oral communication is not simply an educational "frill." Neither can we view it as merely a cocurricular activity or a single elective course. It is an integral part of a student's education.

Finally, recent educational reports call for the teaching of oral communication skills. Adler, in *The Paideia Proposal* (1982), included oral communication as a part of instruction for all students. The College Board (1983) listed listening and speaking as one of its six basic competencies needed for college. The National Commission on Excellence in Education (1983) recommended oral communication as a part of the high school English program. Boyer (1983) suggests that an essential goal of the high school should be to "help all students develop the capacity to think critically and communicate effectively through a mastery of language" (66). *The Council for Basic Education Checklist* (Council for Basic Education 1983) and the Task Force on Education for Economic Growth's *Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools* (1983) also urge the teaching of speaking and listening.

The Importance of Effective Communication

Why is effective communication important? First of all, communication is an activity that absorbs a great deal of our time. Research demonstrates that 70 percent of our waking time is spent in some form of communication. Of that time, 11 percent is spent in writing, 15 percent in reading, 32 percent in talking, and 42–[illegible] percent in listening (Barker 1971). Thus, our major form of communication is oral.

In terms of the classroom, communication is the main channel of instruction. Students listen to lectures and assignments, answer questions, ask questions, present reports, solve problems in small groups, etc. Thus, the learning of oral communication skills can enhance the learning of other subject matter skills. Research evidence supports the central role communication plays in the development of reading and writing skills as well as in achievement in other areas of the curriculum (see research reviewed in Cooper 1984).

Finally, communication is an important skill to develop because it is a survival skill for us. For example, in the business community, communication skills are cited among the top ten skills necessary for effective performance (see, for example, DiSalvo 1976, and Hannas 1978). We acquire knowledge, develop language, increase our communication ability, and increase our understanding of ourselves and others through communication. Communication, then, is an important skill to develop and improve since we cannot be effective in our relationships or professions without it.

Communication Competence

Communication competence refers to a person's knowledge of how to use language appropriately in all kinds of communicative situations. When considering the development of communication competence, it is helpful to utilize a model presented by Connolly and Bruner (1974). The model has four components:

1. Developing a repertoire of communication acts;
2. Selecting from the repertoire that most appropriate act according to selection criteria;
3. Effectively implementing these communication choices through verbal and nonverbal means; and
4. Evaluating these communication choices according to their appropriateness and effectiveness.

The competent communicator, then, has learned a range of communication acts, applies criteria in selecting the most appropriate and effective act for a particular situation, is able to implement her or his choices in effective verbal and nonverbal ways, and is aware of the consequences of her or his communicative behavior.

In order to help students become competent communicators, an instructional program should expand the child's repertoire of communication acts, provide for the use of appropriate selection criteria in choosing the communication acts that should be employed in a given situation; offer experiences in implementing communication choices through verbal and nonverbal behaviors; and encourage the constant evaluation and communication attempts in terms of effectiveness to self and others Allen and Wood 1978, 291–92).

What does this view of communication competence mean for instruction? First, it means that a primary goal of oral communication instruction is to "increase the student's repertoire and use of effective speaking and listening behaviors" (Speech Communication Association and American Speech-Language-Hearing Association 1978). Additionally, it means:

> Oral communication instruction addresses the everyday communication needs of students and includes emphasis on the classroom as a practical communication environment.
>
> The oral communication program is based on current theory and research in speech and language development, psycholinguistics, rhetorical and communication theory, communication disorders, speech science, and related fields of study.
>
> Oral communication instruction is a clearly identifiable part of the curriculum.
>
> Oral communication instruction is systematically related to reading and writing instruction and to instruction in the various content areas.

> The relevant academic, personal, and social experiences of students provide core subject matter for the oral communication program.
>
> Oral communication instruction provides a wide range of speaking and listening experience, in order to develop effective communication skills appropriate to:
>
> a. a range of situations; e.g., informal to formal, interpersonal to mass communication.
> b. a range of purposes, e.g., informing, learning, persuading, evaluating messages, facilitating social interaction, sharing feelings, imaginative and creative expression.
> c. a range of audiences; e.g., classmates, teachers, peers, employers, family, community.
> d. a range of communication forms; e.g., conversation, group discussion, interview, drama, debate, public speaking, oral interpretation.
> e. a range of speaking styles; e.g., impromptu, extemporaneous, and reading from a manuscript.
>
> The oral communication program provides class time for systematic instruction in oral communication skills; e.g., critical listening, selecting, arranging and presenting messages, giving and receiving constructive feedback, nonverbal communication, etc.
>
> The oral communication program includes development of adequate and appropriate language, articulation, voice, fluency and listening skills necessary for success in educational, career and social situations through regular classroom instruction, cocurricular activities, and speech/language pathology and audiology services.
>
> Oral communication instruction encourages and provides appropriate opportunities for the reticent student (e.g., one who is excessively fearful in speaking situations) to participate more effectively in oral communication (Speech Communication Association and American Speech-Language-Hearing Association 1978).

After determining that oral communication is a basic skill and essential to competent communication, one must decide which particular competencies should be taught. In 1977 the Speech Communication Association's Educational Policies Board formed a Task Force charged with recommending speaking and listening competencies needed by adults. The Task Force utilized three criteria for the speaking and listening skills recommended as competencies necessary for high school graduation.

1. *The skill must be functional,* needed by adults to achieve typical purposes in adult life. The purposes for which adults use speaking and listening skills are: *Occupational*—the ability to understand,

discuss, and evaluate laws, governmental policy and the views of other citizens, and to express viewpoints; *Maintenance*—forming and preserving social relationships, managing personal finances, performing consumer tasks, gaining and preserving health, avoiding injury, and participating in family life and child rearing.

2. *The skill must be educational,* appropriate for development by instruction in the schools.
3. *The skill must be general,* needed by graduates from all regions of the United States, from all cultural and economic origins, and with all career and life goals.

The competencies selected were then grouped as:

1. Communication Codes: those skills which deal with minimal abilities in speaking and understanding spoken English and nonverbal signs;
2. Oral Message Evaluation: those skills which involve the use of standards of appraisal to make judgments about oral messages or their effects;
3. Basic Speech Communication Skills: those skills which deal with the process of selecting message elements and arranging them to produce spoken messages;
4. Human Relations: those skills used for building and maintaining personal relationships and for resolving conflict.

Figure 1 outlines (see pages 8 to 11) the individual speaking and listening competencies under each of the four major categories. (For the full Task Force Report, see Bassett, Whittington, and Staton-Spicer 1978. For a listing of the competencies, see "SCA Guidelines for Competencies in Speaking and Listening for High School Graduates," pamphlet published by the Speech Communication Association.)

Overview of the Activities

The activities included in this book all maintain the same primary goal: to increase students' repertoire and use of effective oral communication behaviors. The activities have been "tested" in speech classrooms and found to be successful in helping students develop oral communication competencies.

Specifically, these activities are designed to:

1. Appeal to students of all ability levels;
2. Provide for student interaction and involvement which is so important to oral communication skills and development;

3. Involve students in creating and receiving messages in a variety of contexts for a variety of purposes;
4. Provide for integrating oral communication instruction across the curriculum;
5. Focus on integrating oral communication competencies rather than units of communication activity such as public speaking, oral interpretation, discussion, etc., or communication contexts such as interpersonal communication, intrapersonal communication, and mass communication;
6. Provide for sequential instruction in oral communication within each subcategory of each of the four major competencies.

Design of the Activities

The activities are divided by grade levels: 7–9 and 10–12. For each set of skills—communication codes, message evaluation, basic communication skills, and human relations—there are three activities for each subcompetency. The three activities relate to these purposes—occupational, citizenship, and maintenance—for which people use oral communication skills.

Each activity includes (1) objectives, (2) procedures for implementing the activity, (3) follow-up suggestions and/or questions, and (4) evaluation/assessment procedures. Some activities have a sample form for evaluation/assessment; the forms have collapsed the words which are generally spaced out over a full page or half page.

Utilizing the Activities

Traditionally, communication teachers have taught oral communication in one of two ways—an activity approach, in which teachers organize the course objectives and teaching strategies around units of speech activity such as public speaking, theater and oral interpretation, or a context approach, in which teachers organize the course objectives and teaching strategies around basic speech communication situations such as intrapersonal communication, interpersonal communication, and mass communication. The first approach assumes that oral communication skills are best learned in the context of specific activities which emphasize skills associated with each activity. The context approach assumes that students acquire communication skills through studying the variety of basic contexts in which communication takes place.

SCA Guidelines Speaking and Listening Competencies for High School Graduates: next 4 pages

SCA GUIDELINES
SPEAKING AND LISTENING COMPETENCIES FOR HIGH SCHOOL GRADUATES

Competencies	Examples of Application		
	Occupational	**Citizenship**	**Maintenance**
I. Communication Codes. This set of skills deals with minimal abilities in speaking and understanding spoken English and using nonverbal signs (e.g., gestures and facial expressions).			
A. Listen effectively to spoken English.	Understand directions given by job supervisor. Understand complaints and needs of customers. Understand suggestions and questions of fellow workers.	Understand directions given on TV or radio on procedures necessary to vote. Understand directions to a jury from a judge. Understand directions given by policemen.	Understand weather bulletins broadcast on radio or TV. Understand a doctor's directions for taking prescribed medication. Understand a plumber's suggestions for preventive household maintenance.
B. Use words, pronunciation, and grammar appropriate for situation.	Use appropriate language during employment interviews. Use words, pronunciation, and grammar which do not alienate co workers. Use words understood by co workers.	Use language understood by members of diverse groups at civic meetings. Use inoffensive words when expressing political views. Use language understood by public officials.	Describe an ailment so that a doctor can understand the symptoms. Use language understood by a policeman when making a complaint. Use language understood by a banker when making a loan application.
C. Use nonverbal signs appropriate for situation.	Use appropriate gestures and eye contact during employment interviews. Use appropriate facial expressions and tone of voice when conversing with a supervisor. Use gestures which aid a co worker in learning to perform a production task.	Use appropriate facial expressions and posture when expressing your point of view at civic meetings. Use appropriate nonverbal signs when campaigning for a political candidate. Use appropriate nonverbal signs when engaging in informal discussions of political views with friends.	Use gestures which enhance a child's understanding of how to perform a household task. Use gestures which enhance a friend's understanding of how to play a game. Use nonverbal signs to indicate sympathy to a friend.
D. Use voice effectively.	Use sufficient volume when making a presentation to a large group in an on the job setting. Use appropriate volume when conversing with a customer via telephone. Speak with appropriate rate, volume, and clarity when conversing with your supervisor.	Speak clearly and loudly enough to be heard in public debate or discussion. Speak with appropriate rate, volume, and clarity when expressing your views to an elected official. Speak clearly and loudly enough to be heard and understood when giving testimony in court.	Speak with appropriate rate, volume, and clarity in social conversations. Speak with appropriate rate, volume, and clarity when reporting a fire or accident. Speak with appropriate rate, volume, and clarity when soliciting funds for a charity.

II. **Oral Message Evaluation. This set of skills involves the use of standards of appraisal to make judgments about oral messages or their effects.**

A. Identify main ideas in messages.	Identify the task to be performed when given instructions orally. Recognize performance standards for work assigned orally. Recognize commitments, promises, threats, and commands.	Select main ideas when listening to political speeches. Identify key points in broadcast interviews with political candidates. Identify critical issues in trial testimony.	Obtain main ideas and messages concerning health related news. Identify main ideas in broadcast messages about tax return preparation. Identify main ideas in a contract agreement.
B. Distinguish facts from opinions.	Obtain factual information about job opportunities. Distinguish between facts and opinions in customer complaints. Distinguish between facts and opinions in labor management disputes.	Distinguish between facts and opinions in political speeches. Distinguish between evidence and opinion in testimony. Distinguish between fact and opinion in newscasts.	Distinguish facts from opinions in advertisements. Distinguish facts from opinions with respect to illness treatment. Distinguish facts from opinions regarding nutrition.
C. Distinguish between informative and persuasive messages.	Distinguish between informative and persuasive messages in a job interview. Distinguish between informative and persuasive messages from a union organizer. Distinguish between informative and persuasive messages of management.	Identify when being subjected to propaganda. Distinguish between informative and persuasive messages of politicians. Distinguish between informative and persuasive messages of trial attorneys.	Identify when being subjected to a sales presentation. Distinguish between informative and persuasive messages about purchasing on credit. Distinguish between informative and persuasive messages about nonprescription drugs.
D. Recognize when another does not understand your message.	Recognize lack of understanding in other employees. Recognize when a job interviewer doesn't understand your explanation of your work experience. Recognize when a customer doesn't understand your directions for product use.	Recognize when another doesn't understand your position on a public issue. Recognize when a public official doesn't understand your request. Recognize when a judge doesn't understand your testimony.	Recognize when another family member doesn't understand your instructions. Recognize when a doctor doesn't understand your description of your illness. Recognize when a salesperson doesn't understand your request.

III. Basic Speech Communication Skills. This set of skills deals with the process of selecting message elements and arranging them to produce spoken messages.

A. Express ideas clearly and concisely.	Make a report to your job supervisor Explain job requirements to a new employee State clearly relevant information about your work experience when applying for a job	Describe a desired course of political action Describe an accident or crime to a police officer Explain citizens' rights to another	Explain appliance malfunction to a repair person Explain an unfamiliar task to a child or other family member Explain your values to your child or a friend
B. Express and defend with evidence your point of view.	Express and defend your view in a union meeting Express and defend your suggestions for changes in job conditions Express and defend your reasons for job absence to your supervisor	Express and defend your view in a political discussion Express and defend your innocence in court Express and defend your position in a city council meeting	Express and defend your refusal to accept products or services you didn't order Express and defend your faith or religion Express and defend your feelings in a family discussion
C. Organize (order) messages so that others can understand them.	Use a chronological order to explain a complex business procedure to a co worker Use a topical order when explaining production problems to a supervisor Use a problem cause solution order when making a suggestion to a supervisor	Use a topical order to explain your political views Use a cause effect order when giving an accident report Use a chronological order to explain your complaint to an elected official	Use a problem cause solution order to explain your financial position when applying for a loan Explain to your child how to prevent accidents using a cause effect order Use a chronological order to explain to a mechanic the development of an automobile malfunction
D. Ask questions to obtain information.	Obtain information about correct job performance procedures Obtain information about job benefits Obtain suggestions about how to improve your job performance	Obtain information from public officials about laws and regulations Obtain information about another's evidence on a political [illegible] Obtain information about a political candidate's views	Obtain information about interest rates for purchases bought on credit Obtain information about your credit rating Obtain information about product safety
E. Answer questions effectively.	Answer a potential employer's questions about your qualifications Answer customer questions Answer a supervisor's questions about your job performance	Answer questions about your position on public issues Answer questions of a census taker Answer questions as a witness	Answer a doctor's questions about an illness you have Answer a tax auditor's questions Answer a child's questions so that the child understands.
F. Give concise and accurate directions.	Direct co workers or subordinates in performing unfamiliar jobs. Instruct customers about product use Instruct an employee about improving job performance	Give directions to another about the procedures necessary to vote. Give directions to another about the procedures necessary to file a tax return Give directions to another about the procedures necessary to appear before the city council.	Teach your child how to play a game. Instruct repairpersons on how you want some repair made. Teach your child what to do in case of fire

G. Summarize messages.	Summarize oral instructions given by your job supervisor. Give a summary of customer suggestions to your job supervisor. Summarize your qualifications in a job interview.	Summarize the position of a political candidate on a campaign issue. Summarize the arguments for and against a controversial issue. Summarize for another the laws/regulations pertaining to some action.	Summarize a public service message on auto safety. Summarize for family members a telephone conversation. Summarize for family members the family financial position.
IV. Human Relations. This set of skills is used for building and maintaining personal relationships and for resolving conflict.			
A. Describe another's viewpoint.	Describe the viewpoint of a supervisor who disagrees with your evaluation of your job performance. Describe the viewpoint of a co worker who disagrees with your recommendations. Describe the viewpoint of union officials in a contract dispute.	Describe the viewpoint of a friend with whom you disagree about public issues. Describe the viewpoint of a legislator who proposes a law you oppose. Describe the viewpoint of a jury member with whom you disagree.	Describe the viewpoint of a retail store manager to whom you return merchandise. Describe the viewpoint of your spouse when you disagree on a major decision. Describe the viewpoint of your neighbor who complains about your children's behavior.
B. Describe differences in opinion.	Describe differences in opinion with co workers about work related issues. Describe differences in opinion with your supervisor about the steps necessary to accomplish a goal. Describe differences in opinion with customers about product performance.	Describe differences in opinion with a legislator about proposed legislation. Describe differences in opinion with other jurors. Describe differences in opinion in a zoning hearing.	Describe differences in opinion with spouse about child rearing practices. Describe differences in opinion with your doctor regarding health care. Describe differences in opinion with spouse about the responsibility for household chores.
C. Express feelings to others.	Express personal reactions to changes in job conditions to your supervisor. Express satisfaction to a co worker about his/her work. Express feelings of dissatisfaction with co workers regarding the quality of work interactions.	Express feelings of anger to your city council member. Express your positive reactions to an elected official's work. Express feelings of disapproval regarding a legislator's position.	Express dissatisfaction to a store clerk. Express feelings of approval to your child for his/her school achievement. Express feelings of sympathy to a friend whose parent has died.
D. Perform social rituals.	Introduce yourself at the beginning of a job interview. Greet customers. Conclude a conversation with your employer.	Introduce a motion at a public meeting. Request an appointment with an elected official. Introduce a speaker at a political rally.	Make small talk in casual social settings. Introduce strangers to one another. Introduce yourself.

In this book we offer a third approach to oral communication instruction. This approach emphasizes communication competencies which cut across oral activities such as public speaking and discussion and the communication context such as interpersonal or mass communication. Thus, the focus of instruction is on specific oral communication skills. Although the activities in this book may utilize a particular context or speech communication activity, it is the individual oral communication skills which are paramount. For example, the activity "What Do You Do?" (p. 41) utilizes an interpersonal context (interviewing), but the skill focus is on "asking questions to obtain information."

Conclusion

Studies indicate that instruction in oral communication which identifies the oral communication skills to be taught, provides instructional methods and materials to develop those skills, and evaluates the results, improves communication performance (see research reviewed in Brown 1982). Students improve in message fluency, in efficiency and organization, in cognitive perspective-taking, in eliciting and responding to feedback, and in using verbal language to describe, explain, and give directions. Improvement continues after instruction if students have further opportunities for using these skills. This book is designed to meet the above criteria for effective oral communication instruction and to aid teachers in helping their students to develop necessary communication competencies for effective living.

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For a catalog of publications concerning speech communication as a basic skill write:

Speech Communication Association 5105 Backlick Road, Bldg. E, Annandale, VA 22003.

Basic Speech Communication Skills

Grades 7–9

Title of the Exercise: You Were There—An Eyewitness Report

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express ideas clearly and concisely

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. select the important facts for inclusion in an oral report;
2. present an oral report describing an event or activity;
3. answer questions related to the report;
4. ask clear, concise questions regarding another student's report.

Procedure: Have each student prepare and present an oral report (two to three minutes) which describes the key elements in an activity he or she participated in or observed. Examples include a sports event, a rock concert, a movie, a play, or a television show. Prior to preparation of the report, introduce students to the journalistic device of the five Ws and an H (Who, What, Where, When, Why, and How). Students should identify these six factors in their reports. Appoint two or three different students to ask questions after each report. These positions can be rotated systematically so that each person has two opportunities for questioning. Rotation can be done by numbers or via the seating arrangement. Prepare students for questioning by reviewing procedures for good questioning (e.g., begin questions with a verb; be clear, concise, and relevant; do not ask double-barrelled questions).

Questions/Follow-up: The following questions might be considered during the discussion:

1. How did the question/answer period give you additional information and different viewpoints?
2. How did the content of questions differ for reports that included specific detail versus those without? (The questions for the former

might deal more with opinions about the event, while the latter might center on facts.)

3. What types of information are excluded when using the journalistic format for the report? When and how might the excluded information be important in an oral report?

Evaluation/Assessment: Using the following evaluation instrument, evaluate reports on completeness in including the five Ws and an H, ability to remain within time limits, and responsiveness to questions.

Evaluation Instrument for Reports

As you listen to each speech, write down the information in each of the following categories:

Who:
What:
When:
Where:
Why:
How:

Evaluation Instrument for Question-Asking

Evaluate each student's questions using the following criteria:

	Yes	No	Usually
Began question with a verb:	____	____	____
Questions were:			
clear	____	____	____
concise	____	____	____
relevant	____	____	____
Avoided double-barrelled questions	____	____	____
Comments:			

Grades 7–9

Title of the Exercise: Making Your Opinion Count

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express ideas clearly and concisely

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. state reasons for supporting a policy or course of action;
2. answer questions about and elaborate on their positions.

Procedure: Have students participate in a role-playing activity in which they must select and present two or three persuasive arguments on an issue they support to a person or group with the authority to act upon their positions. Examples of role-playing situations include:

1. Presenting pro or con positions to a city commission which is considering placing a ban on videogames.
2. Presenting a position to the school board on why a specific activity should or should not get additional funding.
3. Presenting a position to the motion picture review board arguing why movie ratings should or should not be continued.
4. Presenting a position to the student government or principal concerning an important school issue.

Assign students to roles according to their interests. All students should have an opportunity to play both the roles of the persuader and a person in authority.

Questions/Follow-up: The following activities might be included during the discussion:

1. Videotape or audiotape the presentations and show them to the students. Discuss each student's strengths and weaknesses.
2. After students have viewed or heard the tapes, have them write a brief analysis explaining why they would or would not have been persuaded by their own arguments if they were in positions of authority.

Evaluation/Assessment:

1. Have students observing the role-playing list the persuader's objective and give a summary of the arguments. Have each persuader prepare a list of objectives and arguments. Compare lists.
2. Use the following evaluation form to assess each student's position in terms of his or her oral performance.
3. Have the person in authority decide whether or not to grant the request.

Evaluation Form

	Needs work	*OK*	*Good*
Focuses on an idea			
Provides adequate support			
Vocal delivery			
Body Movement			

Additional comments:

Grades 7–9

Title of the Exercise: It's As Simple As . . .

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express ideas clearly and concisely

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to

1. give directions to another person for completing an unfamiliar task;
2. adapt their instructions to the receiver's verbal and nonverbal feedback.

Procedure: Divide the class into dyads. Each student will have the opportunity both to describe a task and to perform one. Examples of tasks include constructing a "tinker toy" structure, doing origami, drawing a picture, playing a simple musical instrument, or working a puzzle. You may either assign a task or allow the students to choose their own. The person giving instructions is not to show how to complete any part of the task or to assist in any way. He or she may only describe how to complete the task. The person completing the task may not ask a question about an instruction until he or she has attempted to complete the step based on the initial information given, unless the sender asks if additional information is necessary. After the task is completed, students switch roles.

Questions/Follow-up: The following questions might be considered during the discussion:

1. How did the sender's word choices affect the receiver's ability to follow the instructions?
2. Did the person giving information always say what he or she meant? What happened when he or she didn't?
3. What happened when instructions were given in the wrong order?
4. What types of feedback from the receiver caused the sender to give additional or different instructions?
5. Which procedure works more effectively: (1) giving instructions one step at a time, or (2) giving brief explanations of the finished product and/or an overview of terms and materials before giving step-by-step instructions? Why?

Evaluation/Assessment: Have each receiver of instructions complete the following evaluation form.

Evaluation Form

Rate the instruction given on the following criteria:

	Very good				Poor
Clear organization	5	4	3	2	1
Clear instructions	5	4	3	2	1
Unfamiliar terms were explained	5	4	3	2	1
Sender responded to my nonverbal feedback	5	4	3	2	1

Time it took me to complete the task: ______

Grades 10–12

Title of the Exercise: "I Want to Be . . ."

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express ideas clearly and concisely

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. design an interview schedule;
2. conduct an interview;
3. prepare an oral report based on information obtained in an interview;
4. answer questions about the content of the oral report.

Procedure: Have students design an interview schedule and conduct an interview with someone holding a job they would like to have (the job can be part-time, summer, post-high school, or post-college employment). Ask students to present a three-to-five minute oral report about the job, based on information obtained in the interview. Topics covered might include: qualifications, education, training, duties, salary, challenges, negative features, and/or communication skills needed. You and other students may ask questions at the conclusion of the report.

Questions/Follow-up: The following activities might be undertaken during the discussion:

1. Have students prepare a self-analysis of the interview. They should consider what they would do differently, the adequacy of their initial interview schedule, the importance of two-way communication in interviewing, the clarity of their questions, and what they did well.
2. Videotape the presentations and play them back to the class. Discuss each student's strengths and weaknesses.

Evaluation/Assessment:

1. Use the following feedback instrument for students to give to interviewees. Ask the interviewees to return the form to you.
2. Using the second form, evaluate each student's oral report.

Interviewee Evaluation Form

Please rate the student(s) who interviewed you on the following categories:

	Excellent	Average	Fair
Questions were clear	____	____	____
Questions were appropriate	____	____	____
Student could modify his/her communication based on responses received from me	____	____	____
Student was courteous	____	____	____

Additional comments:

Student's name ______________________

Signed ______________________

Oral Report Evaluation Form

+ = satisfactory
o = needs improvement
− = unsatisfactory

Clear organization ____
Ideas were expressed
  clearly ____
  concisely ____
  sufficient amount of support ____
Oral presentation
  conversational style ____
  eye contact ____
  posture ____
  gestures ____
  speaking rate ____
Additional comments:

Student's name ______________________

Grades 10–12

Title of the Exercise: And Now for an Opposing Point of View

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express ideas clearly and concisely

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. prepare a response to another person's position on an issue;
2. state reasons for supporting a different viewpoint;
3. prepare and present an oral statement which conforms to a prescribed time limit.

Procedure: Ask students to prepare and present two-minute responses to an editorial given by the manager of a local television or radio station. Students are to represent a group with an opposing viewpoint. You should prepare a paragraph containing the manager's remarks. A sample is given below. Possible topics include:

1. Raising the driving age to 18.
2. Censoring student newspapers.
3. Extending the length of the school year.
4. Raising the legal drinking age to 21.
5. Drafting women for combat duty.

More than one topic should be developed, and students should select the editorial to which they will respond. You might videotape the presentations if time allows.

> Sample Editorial:
>
> Last week in our community, three people lost their lives in two senseless traffic accidents. In both accidents, the teenage drivers who caused the accidents walked away with only minor cuts. In both accidents, the teenage drivers were under the influence of alcohol. While our legislature has tackled the issue of raising the drinking age to 21 to eliminate accidents such as these, I do not appear before you to support that view. Rather, I believe the solution to such murder on our streets and highways lies in getting young, irresponsible drivers off the streets. Accident statistics prove that drivers under 25 are the highest risk category. By eliminating a large portion of these drivers, the 14 to 18 year olds, we can make significant reductions in traffic deaths resulting from irresponsible use of motor vehicles regardless if the cause is drinking, speeding, or poor judgment.
>
> Teenage drivers and their parents will tell us that students need a license to transport themselves to and from school, work, and school activities. Public transportation, parent car pools, and school transportation can fill these needs. Furthermore, if students didn't have cars, they would have less need for jobs and could spend more time on schoolwork.
>
> We, as adults, have a responsibility to protect our teenagers from the dangers that arise from their youthful inexperience and irresponsibility. A car is not only a means of transportation, but a deadly weapon if used improperly. Join me in appealing to our lawmakers to raise the driving age to 18.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Review the tapes in class. Have students consider the following:
   a. Did students prepare a rebuttal to all arguments given in the manager's statement?
   b. Did students present a positive position in addition to counterarguments?
2. How did the time limit affect development of a position?

Evaluation/Assessment:

1. Have speakers list the arguments they make in the oral reports. As class members hear the reports, have them list speakers' arguments. Compare lists.
2. Using the following evaluation form, assess each student's oral report.

Oral Report Evaluation Form

1. Organization
2. Clarity
3. Responsiveness to agruments
4. Oral presentation (eye contact, gestures, vocal variety, etc.)
5. Other comments:

Student's name ______________________

Grades 10–12

Title of the Exercise: How to Say No and Mean It

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express ideas clearly and concisely

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to

1. explain their reasons for not participating in an activity or for not supporting a cause;
2. explain counterreasons to someone in a manner which does not offend or insult that person's views or character.

Procedure: Have students participate in a role-playing activity in which you ask them to perform a task or to participate in an activity which runs counter to their personal beliefs or values. Students will work in pairs and each will select a situation which he or she has encountered or might expect to encounter. Role-playing will be presented to the class. Possible situations include:

1. Telling a persistent member of a religious group who is preaching door-to-door that you are not interested in hearing about his or her church but are satisfied with your own.
2. Explaining to a friend why you will not do his or her term project even if you are paid.
3. Explaining to a neighbor why you cannot sign a petition he or she is circulating to remove a school board member or other elected official from office.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Discuss the role-playing activities. How realistic were the responses of the participants? Was the speaker's response limited to rebuttal of arguments and not an attack on the other person? Did each person demonstrate an understanding of the other's position? How could you tell?
2. Find examples from literature or speeches of situations where a person had to defend a belief publicly. Have students discuss the strategies used. Why were they effective or ineffective? Was the speaker's position clearly stated?

Evaluation/Assessment: Use the following evaluation form to rate students.

Role-Playing Evaluation Form

1. The role-play was realistic _____ / unrealistic _____ because:
2. Ideas presented were clear _____ / unclear _____.
   Ideas which were unclear: 1.
   2.
   3.
   4.
   5.
   Suggestions for improvement:
3. Your ability to consider the feelings of the other person in preparing a response was good _____ / needs improvement _____.
   Suggestions for improvement:

Student's name ____________________

Grades 7–9

Title of the Exercise: Selling a Product

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. develop a product;
2. convince classmates that the product is worth buying.

Procedure: Ask students to bring a product to class or to make up a product that they think they can sell to the class. Students may work in small groups to form "Ad Agencies." Ask students to begin their sales pitch in a small-group situation. Have students take two minutes to try and convince the other members of their group to buy their product. If products are not sold, students should find out why they failed to persuade the others. Play money might be issued to allow students to buy or invest in the products. After each member of each group has had an opportunity to present a product, let the group choose one or two of the speakers to present their products to the class.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Why would you buy the product the speakers presented?
2. Why did you not want to buy the other products in your group?
3. If your product was not sold, can you suggest why it was not? How might you change the product or your presentation of it so it would sell?

Evaluation/Assessment: A student's (group's) total performance—creativity exhibited in the ad campaign, product, presentation (see following form), ability to persuade, visual aids, etc.—will determine his or her (their) grade.

	Excellent	Average	Needs Improvement
Oral Presentation			
Enthusiasm	_____	_____	_____
Eye contact	_____	_____	_____
Vocal variety	_____	_____	_____
Overall evaluation	_____	_____	_____
Persuasive Techniques			
Visual aids	_____	_____	_____
Appeals relevant to peer group	_____	_____	_____
Supporting material relevant	_____	_____	_____
Overall evaluation	_____	_____	_____

Grades 7–9

Title of the Exercise: Supporting Materials

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to support their ideas on a topic with various types of material.

Procedure: Using a topic like "Videogames are/are not a good way to spend spare time," ask students to create or find at least one sample of the following types of supporting materials to support their views. Be sure the examples relate to the topic. Provide each student with a worksheet like the following:

Personal experience: ______________________________
____
____
____
Quotation from an expert: "_________________________
____"
by ______________ whose qualifications are: ____________
Statistics: ____________________________________
____
from: ____
Visual aid: ____________________________________
____

Questions/Follow-up: Compile a list of student responses (on the chalkboard or for distribution). Students should discuss types of supporting materials and their relevancy to the topic.

Evaluation/Assessment: Have students submit lists for correction. You may wish to have individual conferences with students to discuss the strengths and weaknesses of their lists.

Grades 7–9

Title of the Exercise: I Believe

Primary Competency: Basic Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to express and defend their ideas in everyday communication contexts.

Procedure: Have students keep a communication journal (sample form follows) for two days describing (1) situations in which they had to defend their point of view with evidence, (2) what evidence they used, and (3) the effectiveness of their defense and use of evidence.

Questions/Follow-up: In triads, have students choose one incident to share with their partners. Partners should help the student to evaluate the evidence he or she used.

Evaluation/Assessment: Collect the journals and grade them using the second form.

Communication Journal

Name: ____________________

Situation	Evidence I Used	Effectiveness of my Defense with Evidence

Grading Criteria for Communication Journals

Detail and description: Were personal experiences described well? Were adequate details of occurrences included?
5 4 3 2 1

Completeness: Was the assignment complete? Were all aspects of the assignment included?
5 4 3 2 1

Accuracy of analysis: Were the terms and concepts used accurately?
5 4 3 2 1

Additional comments:

Total points _____

5 = High (Thoroughly communicated)
3 = Average (Minimum information conveyed)
1 = Weak (Reader cannot understand)

Student's name: ________________________

Grades 10–12

Title of the Exercise: Mini Speech Assignment

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Occupational

Objectives of the Exercise: Students will be able to utilize one main idea and various types of supporting material in a one-minute speech.

Procedure: Have students select an occupation or a summer job that interests them. They will create four mini speeches using the occupation or job as their speech topic. Each speech will utilize a different type of supporting evidence. Prepare and handout an assignment sheet like the one provided.

Questions/Follow-up: Based on the four speeches he or she has presented, each student should create a portfolio about the occupation or present a three-to-four-minute speech to the class incorporating all three types of support.

Evaluation/Assessment: Use the following evaluation forms for each student's speeches.

Mini Speech Assignment

Choose an occupation you would like to know more about, or choose a job advertisement from the local newspaper. During the next eight days you will prepare four (sixty-to-ninety seconds) speeches. Each will consist of only one main idea about your occupation or job, and one type of supporting material. Each speech will also be evaluated on only one delivery technique.

1. Mini Speech #1
   Your speech will consist of one main idea supported with a personal experience: "I should get this job because . . ." or "I think I would like this occupation because . . . ." You will concentrate on good eye contact, looking at the audience often enough to establish a rapport and credibility.
2. Mini Speech #2
   Your speech will consist of one main idea supported by a quotation by an expert in that occupation or job. You will concentrate on posture that will contribute to your credibility.
3. Mini Speech # 3
   Your speech will consist of one main idea supported by some statistic relating to the occupation or job. You will concentrate on gestures which will add to the overall effectiveness of your speech.
4. Mini Speech #4
   Your final mini speech will consist of one main idea using supporting material of your choice. This time you will concentrate on varying your voice (volume, rate, and pitch) for emphasis and overall effectiveness.

Mini Speech #1
Speakers name ____________________ Grade __________
Topic ______________________________________
Time limit: 60-90 sec. yes ______________ no __________
Main idea ___________________________________
Support with personal experience __________________
Eye Contact _________________________________
Overall response:

Mini Speech #2
Student's name ____________________ Grade __________
Topic ______________________________________
Time limit: 60-90 sec. yes ______________ no __________
Main idea ___________________________________
Support by expert _____________________________
Posture _____________________________________
Overall response:

Mini Speech #3
Student's name ______________________ Grade ____________
Time limit: 60-90 sec. yes ______________ no ____________
Main idea ____
Support with statistics _________________________________
Gestures ____
Overall response:

Mini Speech #4
Speaker's name ______________________ Grade ____________
Topic ____
Time limit: 60-90 sec. yes ______________ no ____________
Main idea ____
Type of support ____
Vocal variety ____
Overall response:

Grades 10–12

Title of the Exercise: This Is What I Believe

Primary Competency: Basic Speech Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Citizenship

Objectives of the Exercise: Student will investigate a relevant topic, form an opinion about it, and express and defend that opinion to others.

Procedure: Divide the class into small groups. Each small group should be assigned to a topic such as national security, educational reform, or use of drugs. Each group discusses its topic. Each student investigates his or her group's topic and expresses and defends a position concerning that topic.

Questions/Follow-up: Each small group can conduct a symposium on its topic. Each member of the group can prepare a short position statement on the topic (to be presented to the class). A forum should follow the presentations to enable class members to ask questions about the topic and about each student's position statement.

Evaluation/Assessment:

1. Give each student a copy of the following evaluation form and ask him or her to assess the small-group interaction. These forms can be handed in if you wish.
2. Evaluate student forum/symposium using the second form.

Small-Group Evaluation Form

Circle the number of each rating scale which characterizes how you viewed the small group discussion as a whole.

Reasoning and Evidence

Relevant information	1 2 3 4 5	Frequently irrelevant
Interesting information	1 2 3 4 5	Not interesting
Progressed logically	1 2 3 4 5	Rambling

Interpersonal Relationships

Atmosphere was relaxed, friendly	1 2 3 4 5	Tense, hostile
Participants were interested	1 2 3 4 5	Bored
Participants were prejudiced	1 2 3 4 5	Open-minded

Communication

Contributions were lengthy	1 2 3 4 5	Brief
Contributions were direct, conversational	1 2 3 4 5	Indirect, impersonal
Participants spoke clearly and distinctly	1 2 3 4 5	Difficult to understand

Overall Evaluation

Briefly describe your general reaction to the small group experience. Did you enjoy taking a stand and defending it? Did you enjoy listening to other people's views and trying to understand them? Did you modify your view when you heard more evidence?

Forum/Symposium Evaluation Form

Speaker ____________________
Topic ____________________

+ = satisfactory
o = needs work
v = unsatisfactory

- Content and Organization
  - Introduction captures attention _____
  - Organization
    - Type ____________________ (List it)
    - Appropriate _____
    - Easily followed _____
    - Transitions effective _____
  - Supporting material
    - Clear _____
    - Sufficient amount _____
    - Interesting _____
    - Convincing _____
  - Conclusion ties speech together _____
- Language
  - Clear _____
  - Interesting _____
  - Variety of stylistic elements _____
  - Appropriate _____

- Delivery
  - Conversational style ____
  - Think about ideas as spoken ____
  - Facial expression ____
  - Eye contact ____
  - Posture ____
  - Gesture ____
  - Movement ____
- Overall Effectiveness
  - Adapted to audience and situation ____
  - Good personal impression ____
  - Courteous ____
- Question/Answer Period
  - Courteous ____
  - Answers clear ____
  - Answers concise ____
  - Answers relevant to questions asked ____

Grades 10–12

Title of the Exercise: Communication Journal

Primary Competency: Basic Communication Skills

Subcompetency: Express and defend with evidence your point of view

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to express and defend their ideas in everyday communication situations.

Procedure: Have students keep a journal (from the notes taken on the form included) that develops each day for five days their analysis of how well they express an opinion and defend that opinion. Students should explain both the opinion being expressed and the evidence used to support it. The observation notes should be included with the journal entries. Students should be encouraged to summarize how well they did over the five days.

Questions/Follow-up: In dyads, have students choose one incident to share with their partners. Partners should help the student to evaluate the evidence he or she used. Teachers should discuss how often opinions are not backed-up by evidence.

Evaluation/Assessment: Collect the journals and grade them using the second form.

Communication Journal

Name: ______________________________

Situation	My Position on Topic	People Involved	Evidence I Used	Effectiveness of my Defense with Evidence

Grading Criteria for Communication Journals

Detail and description: Were personal experiences described well? Were adequate details of occurrences included?

5 4 3 2 1

Completeness: Was the assignment complete? Were all aspects of the assignment included?

5 4 3 2 1

Application of concepts from readings, discussions, lectures: Whenever appropriate, were applications included in the journal?

5 4 3 2 1

Accuracy of analysis: Were the terms and concepts used accurately?

5 4 3 2 1

Additional comments:

5 = Great; tell your parents Total points ____
4 = Good; more polish needed
3 = OK; I think you're headed in the right direction
2 = Definitely more was needed
1 = Missed the mark

Student's name ____________________

Grades 7–9

Title of the Exercise: Share a Favorite Food

Primary Competency: Basic Speech Communication Skills

Subcompetency: Organize (order) messages so that others can understand them

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. identify a chronological pattern of organization;
2. use the pattern to explain how to prepare a favorite food.

Procedure: Ask students to think of their favorite foods prepared at home. After each student has determined a favorite food, ask him or her to obtain the recipe for that dish. Ask each student to present a two-to-three minute speech describing how to prepare this food using a chronological pattern of organization.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did the instructions for preparing the food follow a chronological pattern of organization?
2. Were any instructions presented out of a chronological sequence? If so, what were they?
3. What role does a chronological pattern of organization play in completing a task correctly?

Evaluation/Assessment: Evaluate the presentation by determining if the directions were given in chronological order. Students can help assess the clarity of the presentation through feedback to the speaker.

Grades 7–9

Title of the Exercise: Nomination/Acceptance Speeches

Primary Competency: Basic Speech Communication Skills

Subcompetency: Organize (order) messages so that others can understand them

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to organize a brief public speech using a topical pattern of organization.

Procedure: Divide the class into four or five small groups; ask each group to name several positions that could be held by class members and to write a brief description of the duties of each office. Some typical class offices would include president, vice president, secretary, treasurer, and student council representative. After the class offices and brief descriptions of each have been determined, divide the class into dyads. Person A of the dyad should compose a two-to-three-minute speech nominating Person B of the dyad for one of the class offices. This speech should use a topical pattern of organization which offers resons why Person B would be an excellent candidate for the office. Person B should then compose a two-to-three-minute speech accepting the nomination for the class office. This speech should use a topical pattern of organization which offers reasons why Person B will be a good class officer. These nomination and acceptance speeches should then be grouped by class office and presented to the class.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did the nomination speeches use a topical pattern of organization to develop reasons why each nominee would be good for the class office? Did the reasons offered in each of the nomination speeches relate to qualifications necessary to serve in that class office?
2. Did the acceptance speeches use a topical pattern of organization to develop the reasons why each nominee would be good for the class office? Did the reasons offered in each of the acceptance speeches relate to the qualifications necessary to serve in that class office as well as the reasons presented in the nomination speech?

Evaluation/Assessment:

1. Evaluate the nomination and acceptance speeches based on the students' use of the topical pattern of organization to develop the "reasons why" in both speeches.
2. Students should be asked to evaluate the use of a topical pattern of organization in both nomination and acceptance speeches. The students may also comment on the clarity and appropriateness of the "reasons why" presented in each of the speeches.

Grades 7–9

Title of the Exercise: Parental Persuasion

Primary Competency: Basic Speech Communication Skills

Subcompetency: Organize (order) messages so that others can understand them

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to use a problem-solution pattern of organization in constructing a persuasive message.

Procedure: Divide the class into pairs. Using the problem-solution pattern of organization, ask each pair to create a persuasive message asking a parent for an allowance, an increased allowance, or spending money for a special activity. The students should collaborate in each of the stages of developing the persuasive message. After the pairs have completed their persuasive messages, they should present these messages to the class through the use of role-play. One student may portray the role of adolescent/persuader, and the other may play the parent/audience.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Why does this organizational pattern work well for persuasive messages?
2. Did the persuasive messages reflect a problem-solution pattern of organization? If so, clearly identify the nature of each stage of the organizational pattern.

Evaluation/Assessment: Evaluate the persuasive messages by determining if they were organized in a problem-solution pattern. Students can help assess the impact of the message by discussing how effectively the problem-solution organizational pattern was used.

Grades 10–12

Title of the Exercise: Commercial Analysis

Primary Competency: Basic Speech Communication Skills

Subcompetency: Organize (order) messages so that others can understand them

Life Environment: Occupational

Objectives of the Exercise: The student will be able to

1. identify the use of a problem-cause-solution organizational pattern in persuasion; .
2. assess its impact;
3. create a persuasive message using such an organizational pattern.

Procedure: Divide the students into groups of five to seven. Provide each group with three television or radio commercials recorded on an audiocassette, or have them agree to watch a current campaign—for example, McDonald's. After each group has listened to the commercials, have the students identify how the persuasive message was organized in a problem-cause-solution pattern. Discuss the merits of this organizational pattern for persuasive messages.

Have the group select a product or service they would like to sell. Using a problem-cause-solution pattern, have them write a commercial to sell the product or service. Ask each group to select one representative to present the commercial. Tape-record the presentation and play it back to generate discussion concerning the organizational pattern used.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Why does this organizational pattern work well for persuasive messages?
2. Did the commercial reflect a problem-cause-solution pattern of organization? If so, clearly identify the nature of each stage of the organizational pattern.

Evaluation/Assessment:

1. Evaluate the commercial by determining if the persuasive message was organized in a problem-cause-solution pattern.
2. Students can help assess the impact of the message by discussing how effectively the problem-cause-solution organizational pattern was used.

Grades 10–12

Title of the Exercise: Project Alpha

Primary Competency: Basic Speech Communication Skills

Subcompetency: Organize (order) messages so that others can understand them

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to approach decision making by ordering information in a problem-cause-solution pattern of organization.

Procedure: Divide the class into groups of five to seven students. Distribute the Project Alpha handout, briefly explain the problem each of the groups faces and the three tasks each of the groups has been given. (One, two, or all three tasks may be used in this exercise.) Ask each group to complete the three tasks using a problem-cause-solution pattern of organization. Allow the group sufficient time to generate discussion in these three areas for each task. Have each group insure that everyone is allowed to talk at least five times.

After the groups have completed all three tasks, have a representative from each group report the decisions made on each task. Generate some discussion from the class as a whole concerning the problem-cause-solution pattern of organization. Ask class members to assess the effectiveness of this pattern of organization in decision making.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did the groups use a problem-cause-solution format in approaching decision making with each of the three tasks? If so, how effective was this organizational pattern?
2. What issues were explored under the heading "problem," what issues were explored under "causes," and what issues were explored under "solutions"?
3. What might be some limitations in using this organizational pattern to approach decision making?
4. How did the group keep suggestions and comments focused on successive topics?

Evaluation/Assessment:

1. Students should be asked to evaluate the use of a problem-cause-solution pattern of organization in approaching decision making.

2. **Assess the students' understanding of the problem-cause-solution pattern through class discussion of this organizational pattern as a way of approaching decision making. The students' assessment of the strengths and weaknesses of such an organizational pattern used in decision making will also provide feedback concerning their level of comprehension and competency.**

Project Alpha

Setting: Those of you in this group are now under quarrantine. You may not leave the room again for any reason. You have all been selected and especially grouped for a significant mission. The entire group will be transported to an environment which has never been inhabited by civilized people. Perhaps the best description of this place might be EDEN II. Once there, you must establish (to your own liking) a new community. You will be supplied with all the essentials for survival in terms of mechanical equipment. You must, however, make certain other decisions prior to departure. These decisions may well affect the nature of your new community—consider them carefully.

Complete the following *three* tasks:

1. Project Alpha will be allowed to select seven (7) additional members to accompany you on your mission. A list of individuals and some traits appears below. Without discussing this with any other member of your group, circle the seven additional members you would prefer to add to Project Alpha. As the group assembles, you will have to arrive at a consensus concerning the seven individuals to be selected.

Select Seven Only

Artist	Black, F, 28, Agnostic
Nurse	Caucasian, M, 22, Catholic
Lawyer	Oriental, M, 62, Protestant
Architect	Caucasian, F, 40, Jewish
Religious leader	Black, M, 41, Muslim
Hippie-type, Freethinking farmer	Indian, M, 18, Agnostic
Ph.D. in history and philosophy	Black, F, 25, Jewish
Scientist	Oriental, F, 26, Catholic
Nature lover	Indian, F, 60, Agnostic
Nine-year-old child	Caucasian, F, 9, Catholic
Construction engineer	Black, M, 47, Protestant
Mother of two (children included)	Black, F, 23, Catholic
Musician	Caucasian, M, 55, Protestant
Respected political leader	Caucasian, M, 26, Protestant
Socialist and feminist	Caucasian, F, 19, Agnostic
Policeperson	Caucasian, F, 21, Protestant
Veterinarian	Black, F, 37, Protestant
Poet laureate	Caucasian, M, 44, Jewish
Mortician	Caucasian, M, 43, Jewish
Filmmaker	Indian, M, 32, Agnostic
Military advisor	Caucasian, M, 29, Protestant
Computer programmer	Caucasian, F, 42, Catholic

2. Project Alpha will be allowed to take three (3) volumes of printed material on the mission. List those books you would prefer to accompany the group into the community. The group must arrive at three selections through group consensus.
3. Project Alpha will be asked to establish three (3) fundamental individual community guidelines to govern all behavior. Write your selections below and use them as a basis for helping the group select three guidelines through group consensus.

Grades 10–12

Title of the Exercise: First-Aid Procedures

Primary Competency: Basic Speech Communication Skills

Subcompetency: Organize (order) messages so that others can understand them

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to use a chronological pattern of organization to explain how to complete a first-aid procedure.

Procedure: Divide the class into groups of five to seven students. Ask each student to think of a common first-aid procedure that may be used in an emergency. Using a chronological pattern of organization, ask the students to identify the appropriate steps in performing this procedure. The group should select one member to explain this first-aid procedure to the class suing a chronological pattern of organization. (Additional group members may be used as "visual aids" for demonstration purposes.) Ask the class to assess the clarity of the explanation.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Why does this organizational pattern work well for purposes of explanation/demonstration?
2. Did the group's presentation describe the first-aid procedure using a chronological pattern of organization?
3. Were any items in the procedure explained out of the chronological sequence? If so, how did this affect the communication process?

Evaluation/Assessment:

1. Evaluate the group's presentation by determining if the procedure was described using a chronological pattern of organization.
2. Students can help assess the impact of the message by discussing how effectively the chronological pattern of organization was used in the demonstration.

Grades 7–9

Title of the Exercise: What Do You Do?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Ask questions to obtain information

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. gather information in an interview situation;
2. learn about occupational options.

Procedure: Ask students to interview someone employed in the community about the nature of his or her job. Possibilities include:

a Fireperson
b Policeperson
c Teacher
d Bank teller
e Lawyer
f Librarian
g Judge
h Newspaper reporter
i Doctor
j Housewife
k Curator of a historical museum
l Watchperson at a factory
m Restaurant owner
n Veterinarian
o Guard in an art museum
p Bus driver
q Clergyperson

Have students prepare five questions they want to ask the person they choose to interview. Review these questions with students and make any changes or suggestions you feel are necessary. After completing the interviews, students can present oral papers to class members. Their reports should include:

1. Descriptions of the job
2. Qualifications required
    a. Education or training
    b. Experience
    c. Physical examination
3. Accessibility to and advantages of job
    a. Frequency of openings
    b. Advancement

Questions/Follow-up: The following questions might be considered during the discussion:

1. Based on the information you gathered concerning the person you interviewed, would you choose his or her occupation for your life's work? Why or why not?

2. What was the most difficult part of the interview?
3. What was the easiest part of the interview?

Evaluation/Assessment: Ask the person interviewed to complete an evaluation sheet similar to the one shown and return it to you.

Rating Scale For Informational Interview

(Scale: 1 = poor, 2 = fair, 3 = average, 4 = above average,
5 = excellent)

Opening	Introduces self	1	2	3	4	5
	Establishes rapport	1	2	3	4	5
	Identifies purpose	1	2	3	4	5
Body	Uses appropriate oral English	1	2	3	4	5
	Meets interview objectives	1	2	3	4	5
	Organizes the interview well	1	2	3	4	5
	Asks relevant questions and shows interest	1	2	3	4	5
	Appears comfortable	1	2	3	4	5
Closing	Summarizes the interview	1	2	3	4	5
	Ends the interview appropriately	1	2	3	4	5

Signature ______________________________

Grades 7–9

Title of the Exercise: What's Your View?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Ask questions to obtain information

Purpose: Citizenship

Objectives of the Exercise: Students will be able to formulate questions to obtain information about their public officials.

Procedure: Invite city officials such as the mayor, the chief of police, the prosecuting attorney, and/or the superintendent of schools to a meeting. Have students prepare invitations, hospitality, a panel to interview the officials, refreshments, and notes of appreciation.

In preparation for the panel, have each student write down five or more questions she or he would like to ask the guest. Divide the class into groups of five to seven members. Each group selects four to six questions from the group members. In addition, each group selects a representative to be on the class committee to review all questions for inclusion in a master list for the panel to use.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What did you learn about the workings of our city?
2. Do you agree with the views expressed? Why or why not?
3. What changes do you think the various officials need to make in their policies? Why?
4. If you were one of the officials, how would you change things?

Evaluation/Assessment: Assess students on how well they completed their individual assignments, how well they listened to the information presented, and how well they utilized the information in forming their own views and opinions.

Grades 7–9

Title of the Exercise: Where Did I Come From?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Ask questions to obtain information

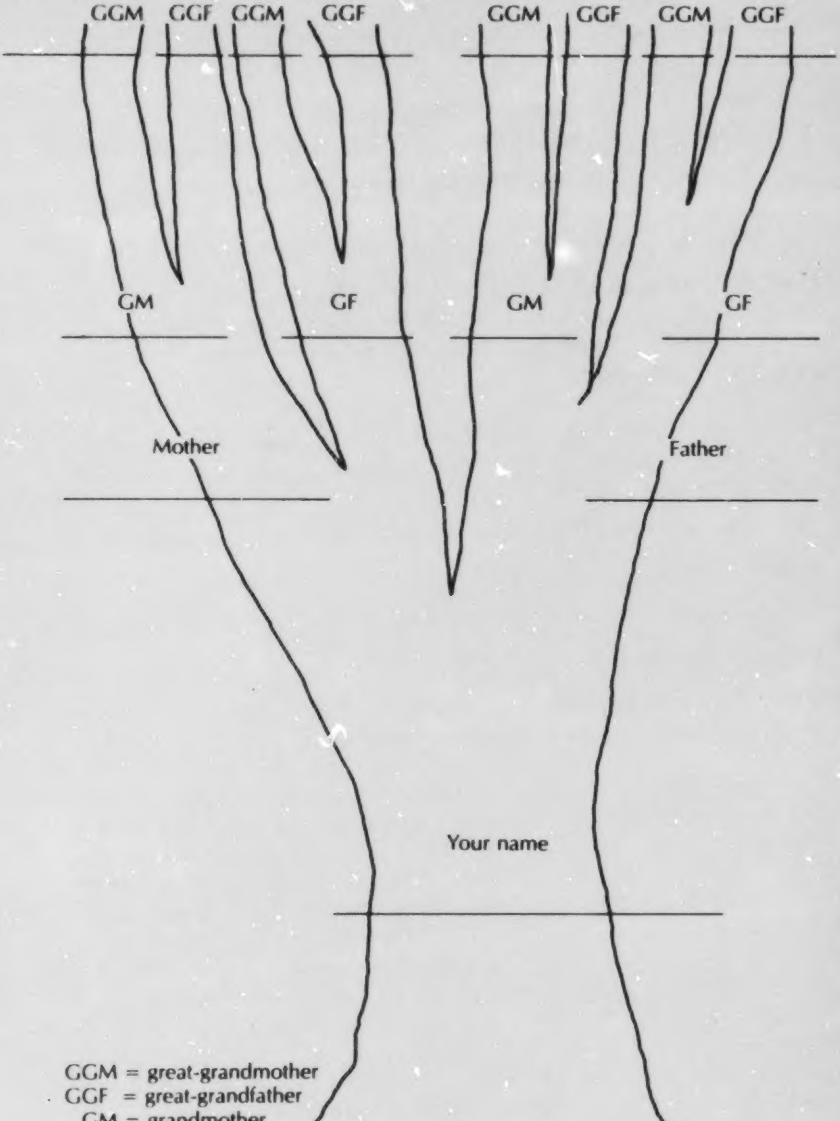
Purpose: Maintenance

Objectives of the Exercise: Students will be able to gather information about their family heritage and family members.

Procedure: Students will make a family tree on a large piece of poster board. Provide them with a copy of a diagram similar to the one shown here. If students want information about persons not included on this diagram, they may change the diagram to fit their needs. Students will organize a talk about their heritage using their diagrams to illustrate. In preparation for their interviews with the family members of their choice, have the class prepare a list of questions to ask grandparents (or uncles, aunts, cousins, etc.). Questions might be about family concerns, occupations, social events, or past events (such as, "What was school like?"). Have students adapt these questions to relate to their families and/or prepare additional questions. Each student should prepare a list of ten questions which you will approve prior to the interview.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Evaluate the questions to make sure they are clearly stated.
2. Assess students' talks using the second form.


GGM
GGF
GGM
GGF
GGM
GGF
GGM
GGF
GM
GF
GM
GF
Mother
Father
Your name

GGM = great-grandmother
GGF = great-grandfather
GM = grandmother
GF = grandfather

By each person's name, note the information you received from the interview that you would like to use in your oral presentation. You might also put a picture by the person's name.

Oral Report Evaluation Form

Clear organization _____
Ideas were expressed
    clearly _____
    concisely _____
    with a sufficient amount of support _____
Oral presentation
    conversational style _____
    eye contact _____
    posture _____
    gestures _____
    speaking rate _____
Additional comments:

+ = satisfactory
0 = needs improvement
− = unsatisfactory

Student's name __________________________

Grades 10–12

Title of the Exercise: I Want a Job!

Primary Competency: Basic Speech Communication Skills

Primary Competency: Ask questions to obtain information

Purpose: Occupational

Objectives of the Exercise: Students will understand the obligations of both employment applicants and employers.

Procedure: Have students bring to class a "help wanted" ad which is relevant to them. Each student then writes a letter inquiring about the job, composes a resume for this imaginary potential employer, and fills out a job application for the job. (Teachers will need a wide variety of application forms.) Students, in pairs, role-play applying for the job. A third student acts as a critic/observer. Students reverse roles until all have been an applicant, an employer, and a critic/observer. Several interviews can take place simultaneously. To prepare for the job interview, each student (as applicant) prepares a list of ten questions covering job conditions, requirements for being hired, how achievement is measured, how communication is used, what impetus for improvement is developed, etc. For the role of employer, each student prepares ten questions covering applicant's goals, likes/dislikes, previous employment, etc.

Questions/Follow-up:

1. What was the most difficult thing about being an applicant? Being an employer?
2. What did you learn from this activity which could help you in future job hunting?

3. What did you learn about being an applicant from role-playing an employer?

Evaluation/Assessment: Students will grade themselves and each other using forms similar to the ones provided. At the end of each interview, the applicant and the employer grade themselves and each other, and the critic/observer grades both of them. These grades can then be averaged for the student.

Evaluate each student (as employer) as to the variety of questions covered from the original list, use the follow-up questions, and response to verbal and nonverbal cues indicating that the question was not communicated or only partially understood.

Evaluate each student (as applicant) on his or her resume, cover letter, application, variety of questions covered from the original list, and response to verbal and nonverbal cues.

I Want a Job—Evaluation Form

Applicant ______________________
Critic ______________________
Comments:

Answers questions clearly and concisely .... ____
Asks appropriate questions .... ____
Was well prepared .... ____
Response to verbal/nonverbal cues .... ____
Total .... ____

Employer ______________________
Critic ______________________
Comments:

Opening .... ____
Body
  Variety of questions .... ____
  Follow-up questions .... ____
  Information and answers to questions ..... ____
  Structure of the interview .... ____
Closing .... ____
Was well prepared .... ____
Response to verbal/nonverbal cues .... ____
Total .... ____

Grading Scales:
1–2 = poor, 3–4 = below average, 5–7 = average, 8–9 = above average, 10 = excellent

Grades 10–12

Title of the Exercise: I'll Give You a Hearing

Primary Competency: Basic Speech Communication Skills

Subcompetency: Ask questions to obtain information

Purpose: Citizenship

Objectives of the Exercise: Students will be able to

1. gather information on a controversial issue;
2. prepare a position statement on that issue;
3. defend their position.

Procedure: Students choose a controversial issue (this might be a national, state, local, or school issue) and research it. The research should include interviews as well as library research. Each student should formulate five questions concerning the issue and then interview appropriate persons. After gathering information, each student prepares a position statement. Students then role-play a Senate Investigating Committee hearing. Each student witness has two minutes to present her or his position statement to the Committee. Committee members then have five minutes to question each witness. Each student should have an opportunity to be both a witness and a committee member. In preparation for the question portion of the activity, each student should formulate ten questions that he or she might ask as a committee member.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Which type of research—interviews or library—research did you find most difficult? Why?
2. What was the most difficult aspect of the interview? Why?
3. What was the most difficult aspect of preparing questions?
4. Which questions provided the most information? What does this tell you about using questions to obtain information?

Evaluation/Assessment: Assess each student's oral presentation (both as a witness and as a committee member) using the following form; or send a form like the second one to the person(s) whom students interviewed, and have them return the form to you.

Assessment Sheet for Senate Investigation Hearing Activity

Student's name: ____________________

0 = inadequate
1 = needs work
2 = good
3 = excellent

Position Statement	Provides adequate supporting material	0 1 2 3
	Demonstrates a knowledge of the issue	0 1 2 3
	Organizes her/his message well	0 1 2 3
	Uses adequate eye contact	0 1 2 3
Committee Member	Asks questions clearly	0 1 2 3
	Asks relevant questions	0 1 2 3
	Asks purposeful questions	0 1 2 3
	Is courteous	0 1 2 3

Interviewee Evaluation Form

Please rate the student(s) who interviewed you on the following categories:

	Excellent	Average	Fair
Questions were clear	____	____	____
Questions were appropriate	____	____	____
Student could modify his/her communication based on responses received from me	____	____	____
Student was courteous	____	____	____

Additional comments:

Student's name ____________________

Signed ____________________

Grades 10–12

Title of the Exercise: Do You See Me as I See Me?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Ask questions to obtain information

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to check their self-perceptions against the perceptions others have of them.

Procedure: Have students develop four questions they could ask themselves and others in order to help them collect information about themselves. Questions could focus on such areas as personality (What do you think are my most outstanding personal characteristics?), physical appearance (How would you describe me physically?), attitudes and beliefs

(How do you think I feel about the use of drugs?), and hypothetical situations (What do you think I would do if . . . ?). They should record their answers to each of the questions. They should ask three other people to answer the questions—a friend, a family member, a teacher—and record each person's answer.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What are the similarities and differences between the perceptions others have of you and your perceptions of yourself?
2. What did you learn about yourslef?
3. Did you learn anything about the people you questioned?

Evaluation/Assessment: Interview each student, using the follow-up questions or others you formulate, to determine the information they learned about themselves and how they might use this information.

Grades 7–9

Title of the Exercise: So You Want a Job?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Answer questions effectively

Life Environment: Occupational

Objectives of the Exercise: Students will be able to answer questions effectively in a role-play of an employment interview.

Procedure: Divide the class into pairs. Designate one student A, and the other student B. Give Student A Form A. Student A tells Student B that the job for which Student B is applying is as a newspaper girl/boy. Student A then asks the questions listed and Student B answers them. Give student B Form B and repeat the procedure.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Would you hire your partner for the job? Why or why not?
2. What impression did your partner's answers make?
3. Why were some answers more effective than others (more clear? more concise? more to-the-point?)

Evaluation/Assessment: Assess each student on the clarity, conciseness, relevance, and, whenever possible, accuracy of their answers.

Job Form A: Newspaper Boy/Girl

1. Name?
2. Age?
3. Address?
4. Have you ever been a newspaper boy/girl before?
5. Have you applied for this job before?
6. Why are you applying now?
7. What is your previous job experience?
8. What personal characteristics do you have that make you suitable for this job?
9. List your references.
10. If you had a problem which would prevent you from delivering papers on a particular day, what would you do?

Job Form B: Babysitting

1. Name?
2. Age?
3. Address?
4. Have you ever done any babysitting? If so, how old were the children?
5. Have you applied for this job before?
6. Why are you applying now?
7. What is your previous job experience?
8. What personal characteristics do you have that make you suitable for this job?
9. List your references.
10. If a problem arose while you were babysitting, for example, if a child got sick very suddenly, what would you do?

Grades 7–9

Title of the Exercise: Block Design

Primary Competency: Basic Communication Skills

Subcompetency: Answer questions effectively

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. verify the questioner's understanding of their answers;
2. understand the importance of checking for comprehension.

Procedure: Seat two students back-to-back in the front of the classroom. In front of each student put identical piles of ten blocks of various shapes, textures, and sizes. Ask Student A to make a design with his or her blocks.

Student A then tells Student B how to assemble his or her blocks into an identical pattern. Neither may turn around and look at the other's blocks. Tape-record the dialogue. After Students A and B are satisfied that their blocks are arranged in identical patterns, they should stop and compare them.

Questions/Follow-up: Play the recording of the interaction. Listen for questions and the answers to them. The following questions might be considered during discussion.

1. Were the questions clear and sufficient in number?
2. Did the student answering verify that the other student had understood?
3. What could he or she have asked to make certain the answer had been understood? For example, did Student A give an answer and then ask a comprehension checking question (as in the dialogue below)?

   A: Place the round block on the smallest square block.
   B: Which round block?
   A: The round block that is smooth. Do you know which one I mean?
   B: Yes, not the round block that has the rough edges.
   A: Yes, the smooth one.

4. Were there places where checking on the receiver's comprehension would have prevented errors?

Repeat the experiment with two new students. Instruct Student A to check on Student B's comprehension after answering each question. Compare the accuracy of the designs and the amount of time taken in each instance.

Evaluation/Assessment: Assessing the students' use of questions can be done by comparing the accuracy of the two block designs. The second set of students, who will check comprehension after answering questions, should produce designs that are more similar than did the first set.

Grades 7–9

Title of the Exercise: What Are They Really Asking?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Answer questions effectively

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to answer questions effectively by first determining exactly what the questioner wants to know.

Procedure: Provide students with the following lists of questions. For each question, ask students to write down as many interpretations of what the questioner is asking as they can think of.

1. You are a B-average student. You got a D on a unit test. After class the teacher asks you, "Would you like to talk about the test?"
2. "Hi there. Where have you been"
3. Your boyfriend or girlfriend asks you, "Do you like my new haircut?"
4. A boy or girl you've been hoping would ask you out sees you in class and asks, "Are you going to the dance Saturday?"
5. You tell a friend you don't like the way he or she has been treating you lately. He or she responds, "What do you mean?"

Questions/Follow-up: Point out that each question states a need, but it is sometimes difficult to determine what the need is. The kind of answer that would be most effective to those questions can only be determined by ascertaining what the question really is asking. For each of the above questions, ask students, "What do you think the need underlying the question is?"

Evaluation/Assessment: Assess students' understanding by checking the number of possible interpretations. Compare their answers to the following. Possible interpretations include:

Question 1

1. Do you know why you got a D?
2. Do you need to talk to me?
3. Is something wrong with the way you studied or the way I taught this unit?
4. Was the test unclear or difficult?

Question 2

1. What physical place (room, etc.) have you been in?
2. Have you been avoiding me?
3. Why didn't you tell me where you were going?
4. I haven't seen you in a long time and I'd like to catch up.
5. How did you get to look like that? What have you been into? (Paint, mud?)

Question 3

1. Does my hair look good?
2. Do I look good?
3. Do you think I'm pretty/handsome?
4. Do you like me with my hair cut like this?
5. Should I get it cut like this again?

Question 4

1. I like you.
2. Will you go to the dance with me?
3. Can I count on meeting you at the dance?
4. Is anyone going to the dance?
5. Are you going somewhere else? (For example, if you are going to the dance, then are you going to Sam's party?)

Question 5

1. I don't understand your comment.
2. I don't want to answer you.
3. I don't want to tell you why I'm treating you like this.
4. I need time to think of an answer.

Grades 10–12

Title of the Exercise: Different Answers to the Same Questions

Primary Competency: Basic Speech Communication Skills

Subcompetency: Answers questions effectively

Life Environment: Occupation

Objectives of the Exercise: Students will be able to adapt their answers to various types of audiences.

Procedure: Ask students to assume they are the various experts listed below. As an expert, have them write out three different answers to the questions, one for each audience.

Expert	*Audience to whom answer is given*
1. Meterologist: "What is fog?"	a. elementary school child
	b. high school student studying weather
	c. group of TV weathermen

2. Tennis pro:
   "How do you play tennis?"
   a. elementary school child
   b. high school student at first tennis lesson
   c. newspaper reporter
3. High school English teacher:
   "Who was Mark Twain?"
   a. elementary school child
   b. student in your English class
   c. group of English teachers
4. Zoologist:
   "Where do birds go in winter?"
   a. elementary school child
   b. high school biology class
   c. meeting of the Audubon Society
5. Author of best-selling book:
   "Why did you write this book?"
   a. elementary school child
   b. book reviewer
   c. reporter doing a feature story on you

Questions/Follow-up: The following questions might be considered during the discussion:

1. How are the answers different?
2. What judgments about the audience's knowledge, experience, interests, and reasons for asking are used to determine what kind of answer to give?
3. What differences in amount of detail and language choice would be needed for each of the persons asked?

Evaluation/Assessment: Evaluate student understanding by comparing their answers to the following sample answers:

Question 1

a. Fog is when the air is real cloudy and it's hard to see.
b. Fog is a cloud containing fine particles of water which obscure vision.
c. Fog is vapor condensed to fine particles of water which obscure vision near the ground. Weather is labeled fog when vision is less than 1 mile.

Question 2

a. Two people hit a ball back and forth across a net.
b. To play tennis you'll need to learn three strokes: forehand, backhand, and serve.
c. I play tennis as if my life depended on it—and it does.

Question 3

a. He was a famous writer of books.

b. That's the pen name of the humorous American author, Samuel Clemens.

c. Mark Twain was one of the finest examples of American authors who practiced realism.

Question 4

a. They go where it is warm.

b. Birds migrate south to a warmer climate via the air flow pattern of least resistance.

c. The migratory pattern of some birds is so rigorous that it mystifies authorities.

Question 5

a. I wanted to tell everyone a story.

b. The purpose of this book is to show the general public what the life of a doctor is really like.

c. I had always felt doctors were misunderstood. I thought if I wrote a true account of incidents from real doctors' lives I could help clear up that misunderstanding.

Grades 10–12

Title of the Exercise: What Did You See?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Answer questions effectively

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. observe a set of physical events;
2. determine which questions are answerable based upon those observations;
3. qualify answers appropriately.

Procedure: Stage a crime in front of the class. For example, ask two students to play the role of tourists and another to play a pickpocket who successfully takes the male tourist's wallet from his pants pocket and escapes. After the class has observed the crime, hand out the following list of questions. Each student should indicate whether a question is answerable (A) or unanswerable (U). If a qualifier is required to accurately answer the question, write one on the line below the question (as in the examples below).

1. Was the picketpocket male or female: A
2. Was the victim alone? A
   It appeared the victim was with someone.
3. Was the victim with a male or female? A
   It appeared to be a female.
4. What was the relationship between the victim and his companion? U
5. What pocket was the wallet in? A
   I think it was in the left rear pocket.
6. How old was the thief? A
   He appeared to be about . . . .
7. Why did the thief steal the money? U
8. Has the pickpocket done this before? U
9. Did the pickpocket run away? A
   Yes, he left in a hurry.
10. In what direction did the pickpocket run? A
    I remember him running to the left.
11. Will he steal again? U
12. What was the pickpocket wearing? A
    I think he was wearing . . . .

Questions/Follow-up: The following questions might be considered during the discussion.

1. Which questions were answerable? Why?
2. Which questions were unanswerable? Why?
3. Why are qualifiers necessary when we are answering questions based on our individual perceptions of an event?

Restage the event to check the students' perceptions and answers. Point out how the incorrect information in answers (such as what the thief wore) does not make the answer itself inaccurate, if it is properly qualified: "I seem to remember he wore a black shirt," as opposed to, "He wore a black shirt."

Evaluation/Assessment: Students can check their own answers during the restaging and discussion period.

Grades 10–12

Title of the Exercise: What Do They *Really* Want to Know?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Answering questions effectively

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to determine what a question really means; that is, determine what response the questioner really wants.

Procedure: Give students the following situations and ask them to phrase a question based upon the information. The question should precede their answer and help them to determine what kind of answer to give since it is important to determine what a questioner really wants to know before giving an answer.

1. You're working at a gas station and a car pulls in. The driver asks you, "Where is The Loft Restaurant?"
   Possible Answers:
   a. Do you want to know how to drive there from here?
   b. Are you familiar with this neighborhood?
   c. Do you know where the ____________ (a well-known place near the restaurant) is?
2. You couldn't go to a movie with your best friend last week because you had other plans. He or she has been cool the last couple days. You'd like to do something with this friend, and you meet in the hall after school. Your friend says, "What are you up to?"
   Possible Questions:
   a. I'm okay, how are you?
   b. I was just thinking about what to do this weekend, any ideas?
   c. I was going to call you; I'm glad we bumped into each other. Want to do something this weekend?
3. You're a teacher. The day before the final exam a student comes to you and asks, "How can I get an A on tomorrow's test?"
   Possible Questions:
   a. What have you done so far to prepare?
   b. Do you want me to go over the material again with you?
   c. Are you worried about this test?
   d. How much time do you have to study?
4. You're a parent and you tell your high school age son to clean his room. He responds, "Do I have to?"
   Possible Questions:
   a. Are you asking whether you have to do it now?
   b. Do you have any other suggestions?
   c. Is there a reason you don't want to do it now?
   d. Would you like me to clean it and you to do another job for me?

Questions/Follow-up: During the discussion you might ask students why it is important to determine what a questioner really wants to know before giving an answer. Point out that there are usually several questions which could be used to help determine this, and that the answer to these questions provides the basis for an effective answer. Stress that each question states some need, but that many other needs may remain unstated.

Evaluation/Assessment: Evaluate student answers by comparing them to the sample questions.

Grades 7–9

Title of the Exercise: Wigget Designer, May I?

Primary Competency: Basic Speech Communication Skills

Subcompetency: Give concise and accurate directions

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. give directions;
2. use feedback to ascertain the degree of understanding for those directions.

Procedure: Ask each student to design a mechanism for the "wiggett" using a combination of circles, triangles, or rectangles. Each wigget mechanism should have five shapes which do not necessarily have to be different. After each student has designed a wigget mechanism, divide students into pairs and seat them back-to-back. Ask students to describe their wigget designs so that their partners can draw a replica. Before the person drawing the mechanism can make any mark on his or her paper, she or he must repeat the direction as he or she understands it, by asking, "Wigget designer, may I . . .?" (For example, Wigget designer, may I draw a circle in the middle of the page?") If the direction has been accurately paraphrased, the designer says, "Yes, you may." If the interpretation of the direction is flawed, the designer says, "No. You must first learn to listen to directions." The designer then gives another (not the same) direction unless the direction comprises the final aspect of the design. At the end of the allotted time, five to ten minutes, or when the directions have been completed, ask students to check the accuracy of the design replicas.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What behaviors or descriptions facilitated your ability to understand what the design should look like?
2. Did the direction-giver do anything that hindered your ability to follow directions?

3. When the designer said, "No. First you must learn to listen," how did you feel? Were you able to listen more carefully after being corrected?
4. What rules can you make about giving clear directions?
5. What role does repeating the directions play in helping a worker to follow the instructions?

Evaluation/Assessment: .

1. Student-designers can determine the quality of their directions by examining how closely the listener's model resembles their own.
2. Class-generated rules for giving directions may also be evaluated for perceptiveness and understanding of the direction-giving process.

   Example generalizations are:

   a. Give the listener an idea of what you will be directing him or her to do.
   b. Do not assume that the listener will know what to do.
   c. Use terms that the listener will understand.
   d. Order the steps.
   e. Treat the listener like a human being.

Grades 7–9

Title of the Exercise: Recipes for Citizenship

Primary Competency: Basic Speech Communication Skills

Subcompetency: Give concise and accurate directions

Life Environment: Citizenship

Objectives of the Exercise: By investigating aspects of American government that appeal to them and then organizing that information, students will learn how to present directions to a class via a panel discussion.

Procedure: In class discussion, ask students to identify what aspects of American government or duties of citizens they would like to know more about. List these suggestions on the chalkboard.

Form small groups to investigate one or two of the aspects listed on the board. Each group should have a different topic. Instruct the groups that once they have found the answers to their questions, they will be asked to give directions about their topic to the class during a panel discussion. Hence, the presentations should be clear and easy to follow. Groups should organize their presentations in a step-by-step procedure, present specific information instead of talking in generalities, and strive to make their presentations interesting by using new information and information that is important to the audience.

Some suggested topics are:

1. How to make a citizen's arrest
2. How to post bail for someone
3. How to get a social security number
4. How to register to vote
5. How to register for the draft
6. How to claim Conscientious Objector status
7. How to become an American citizen
8. How to get a passport
9. How to get an announcement into the local newspaper or on the local TV or radio station
10. How to report an accident or fire
11. What to do if you lose a credit card
12. How to become a Uniform Anatomical Donor

Questions/Follow-up: The following questions might be considered during the discussion:

1. What aspects of the presentations helped you to understand and remember the directions given by the panel members?
2. If you became lost or confused during a presentation, can you give possible reasons why you were unable to follow the speakers?
3. If the panel were presenting this information to another class, such as a social studies or English class, what recommendations for improvement would you make?
4. How would you evaluate the reference help you received on these topics?
    a. If you interviewed someone, were his or her directions easy to follow:
    b. Did you put these directions in your own words, or did you use almost the same words that the expert used? What are the benefits and liabilities of each method?

Evaluation/Assessment:

1. Each panel could prepare a five to ten item objective quiz covering the material they plan to present to the class.

   a. You should compare the quiz questions with the presentation as well as polish the questions.
   b. At the end of the presentations, administer the quizzes to ascertain how well the audience grasped the information.
2. Evaluate the presentation using the criteria that was established at the time of the assignment—that is, clarity, specificity, and interest.

Grades 7–9

Title of the Exercise: Critiquing Directions

Primary Competency: Basic Speech Communication Skills

Subcompetency: Give concise and accurate directions

Life Environment: Maintenance

Objectives of the Exercise: By examining and critiquing directions used for everyday living, students will

1. become aware of the pervasive use of directions in their lives;
2. be able to draw generalizations about the elements of clear directions.

Procedure: Ask students to bring to class the directions for something they or a member of their family have used in the past week. Examples might include empty packages of beans that had cooking directions, directions for using mouth wash, or directions on a package of Easter egg dye. Encourage students to bring examples of difficult or confusing directions.

In groups of three to five, have students take turns reading their directions and pointing out their strengths and weaknesses. After the students have critiqued the directions, ask them to identify what general qualities make directions easy to follow. Next, have each student tell the others in his or her group how to do something "simple" such as how to scramble eggs, tie a shoe, or scale a fish. Group members should write down the directions as they are given. After everyone has dictated his or her directions, have group members read the instructions they wrote back to the direction-giver.

Ask students to note differences and to decide whether or not following the directions would yield the desired product. If students believe that they might not be able to follow the directions, have them indicate the part of the instructions that is causing them difficulty.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Were there any words you did not know in the directions?
2. How did not knowing the words affect your ability to follow the instructions?
3. How did the manufacturers separate aspects of the directions?
4. Was it necessary to do so?
5. Did anyone in your group use a similar method when he or she gave directions to you?
6. Did the manufacturers use anything besides words to tell you how to use their produce?
7. Were the additional types of directions, such as pictures, helpful?
8. What types of aids—or additional directions—did you use when giving directions?
9. What are some things people should *not* do when giving directions?

Evaluation/Assessment:

1. Students should be able to identify one aspect of each manufacturer's directions that would aid the reader/listener in following the instructions.
2. Ascertain whether or not students can make the transfer from the manufacturer's directions to their own by adapting the "good" aspects of direction-giving to their task directions by moving from group to group and listening to their comments.
3. Ask the students if they think they could follow their classmates' directions.

Grades 10–12

Title of the Exercise: T Puzzle

Primary Competency: Basic Speech Communication Skills

Subcompetency: Give concise and accurate directions

Life Environment: Occupational

Objectives of the Exercise: By striving to put the puzzle together and debriefing the exercise, students will

1. discover the importance of using a frame of reference, two-way communication, and the language of the listener when giving directions;
2. learn the significance of checking assumptions held by the speaker and listener.

Procedure: Equipment needed (see accompanying figure):

1. A completed puzzle glued inside a manila folder.
2. Loose puzzle pieces made of various colors of construction paper.

Place the loose pieces (which are of different colors from those glued in the manila folder) in a manila envelope.

Ask for two volunteers; send them out of the room while you explain the situation for the rest of the class. (Note: more than one pair may be used if more puzzles are available. Focusing on one pair, however, provides a common frame of reference for a later discussion.)

Explain to the class that whoever sits in the desk with the envelope on it will be directed to complete the puzzle by the occupant of the other desk. There is only one problem—the colors of the pieces are different. Ask the class to observe the types of behavior or description offered by the direction-giver which facilitate the completion of the task, as well as those behaviors which hinder the task. Encourage students to move around so that they can see, but ask them to give no help to students working on the puzzle.

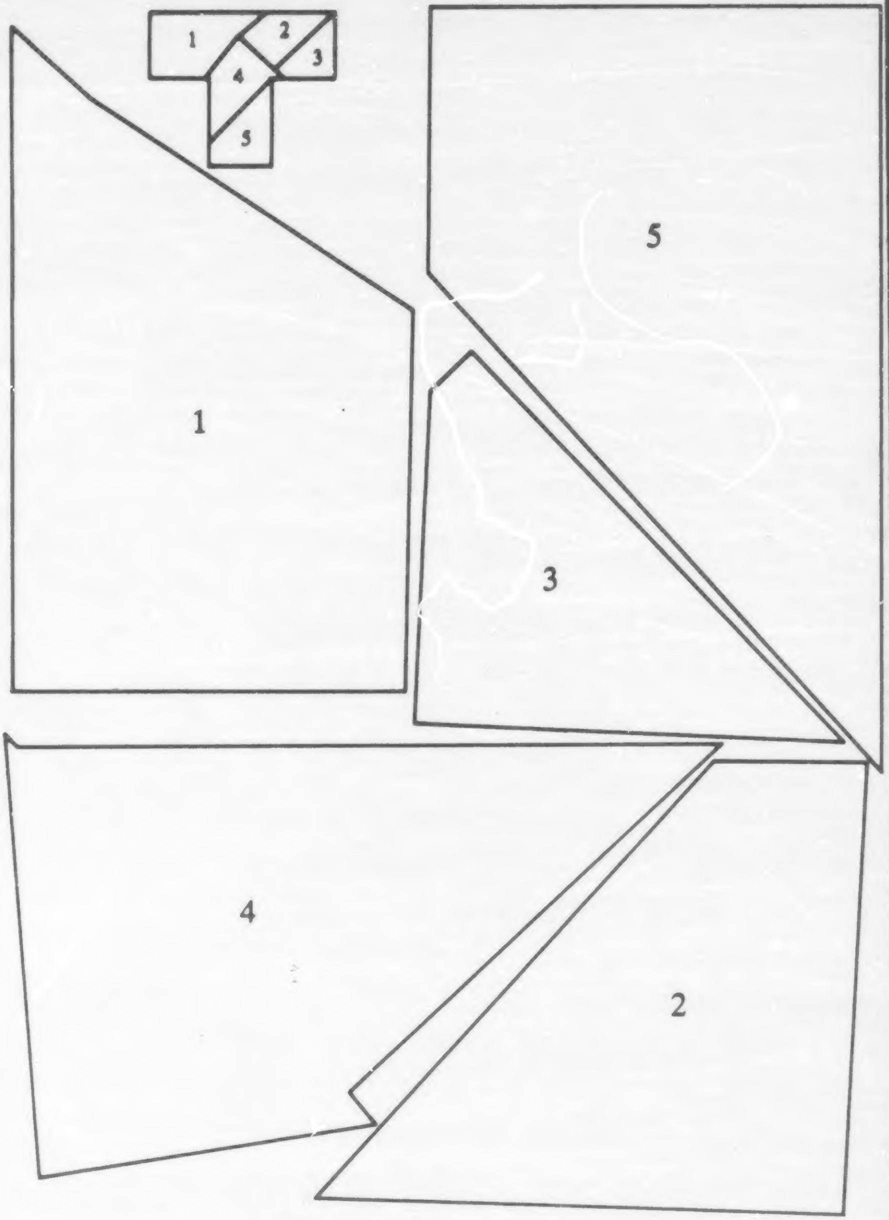
Bring in the two volunteers; invite them to take a seat but to leave the material in front of them alone until you have finished explaining the situation.

> *The situation:* One of the instruments in spaceship Jupiter 13 has failed and needs to be repaired before reentry to Earth. (The person with the manila envelope is the captain of Jupiter 13. The person with the folder is a worker at Mission Control in Houston.) Mission Control has the completed instrument puzzle and will instruct Jupiter 13's captain on how to put it together. There is, however, another problem: Jupiter 13's radio is broken. Jupiter 13 can hear Houston but, at this point, cannot answer. Thus, only one-way communication is possible.

After ten or fifteen minutes, inform the participants that the radio is fixed and that Jupiter 13's captain can now talk to Mission Control. The participants may complete the puzzle. If they are still having trouble after half an hour or so, ask the observers to give the participants a hint.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Before allowing the participants to turn around and look at each other's puzzle, ask Mission Control to estimate how successful his or her directions have been. Ask Jupiter 13's captain if he or she believes that the puzzle has been correctly completed.
2. On the chalkboard, list the facilitating hindering aspects of the directions given by Mission Control. Someone may point out, for



example, that Mission Control stated that the puzzles would look like a "T"—a facilitating comment.

3. Ask students what conclusions they can make about giving directions as a result of this activity.

Evaluation/Assessment:

1. Was the puzzle completed accurately?
2. The quality of the conclusion reached by the class regarded direction-giving may be used as a measurement of the activity's success.

Grades 10–12

Title of the Exercise: Expository Speeches

Primary Competency: Basic Speech Communication Skills

Subcompetency: Give concise and accurate directions

Life Environment: Citizenship

Objectives of the Exercise: By researching and speaking about various responsibilities and opportunities of American citizenship, students will gain knowledge of the American system, and practice the skill of giving explanations and directions to an audience.

Procedure: Assign a five-to-seven-minute speech of exposition to the class. Three criteria are important:

1. Topics must relate to some aspect of government.
2. Speeches should provide the audience with directions for doing something.
3. Speeches should accurately and completely cover the subject in a unified and organized manner.

Sample topics include

1. How to conduct a ballot write-in campaign.
2. How to place an item on the city council agenda.
3. How to start a labor union.
4. What are the major tactics used to block labor union organization?
5. What is the procedure used in deporting illegal aliens?
6. What government regulations must migrant workers follow?
7. How does a case get to the Supreme Court?
8. What happens to a case once it reaches the Supreme Court?

9. How can you change a city ordinance?
10. What tactics were used in brainwashing American prisoners during the Korean War? During the Iranian hostage crisis?
11. What happens to your state tax dollar?
12. How do you take someone to small claims court?
13. What type of information is needed when seeking the help of the Better Business Bureau or some similar consumer protection agency?
14. How can you get a referendum on the ballot?
15. How do you register for a civil service exam, and what does that exam do for you?

Questions/Follow-up: At the end of each class, ask students to comment about the qualities in the speeches that enhanced their ability to listen to the directions. List these elements on the chalkboard and suggest that the remaining speakers try to incorporate them into their speeches. The following day's critique session should begin by noting which helpful elements from the previous day were also present in the speeches just delivered.

Evaluation/Assessment:

1. The instructor can evaluate the speech using criteria on the following evaluation form.
2. Speakers may prepare short objective tests to administer to the class to measure how well they communicated the subject matter of their speeches.

Expository Speech Evaluation Form

+ = satisfactory
o = needs improvement
− = unsatisfactory

Content and Organization
Introduction captures attention ____

Organization
  Type ____ (list it)
  Appropriate ____
  Easily followed ____
  Transition effective ____

Supporting material
  Clear ____
  Sufficient amount ____
  Interesting ____
  Convincing ____
Conclusion ties speech together ____

Language
Clear ____
Interesting ____
Appropriate ____

Delivery
Conversational style ____
Think about ideas as spoken ____
Facial expression ____
Eye contact ____
Posture ____
Gesture ____
Movement ____

Overall Effectiveness
Adapted to audience and situation ____
Good personal impression ____
Purpose achieved ____

GRADE ____

Grades 10–12

Title of the Exercise: You Can't Get There from Here

Primary Competency: Basic Speech Communication Skills

Subcompetency: Give concise and accurate directions

Life Environment: Maintenance

Objectives of the Exercise: By experiencing the frustration that often accompanies difficult directions, students will

1. recognize that frustration sometimes hinders one from comprehending directions;
2. determine ways to provide directions concisely and accurately.

Procedure: Students should choose a somewhat difficult process (for example, filling out a tax form, playing a game, building a structure from tinker toys) to explain to their classmates. Each student should bring any necessary materials so that classmates can try to follow the directions.

Students should have two chances to give concise and accurate directions. Based on the reactions to their initial directions, they should have a chance to adapt and change their directions and have their classmates try again. Students could give their directions in small groups rather than in front of the entire class.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Were there problems with the first set of directions?
2. How did you decide which directions to change?
3. What types of activities could you employ to make sure that your audience understood the directions? (Doing the exercise on the board in front of the class or allowing feedback are two things that could help the class to follow the directions.)
4. Based on this experience, what three things would you list as absolute "musts" for someone giving directions to a group?

Evaluation/Assessment:

1. Though familiarity with the exercise will affect perception, one can evaluate the activity by comparing the number of correct answers generated by the two sets of directions.
2. Skill in direction-giving may also be judged by the ability of the students to discern weaknesses in the directions and to correct them.

Grades 7–9

Title of the Exercise: I Think I Heard . . .

Primary Competency: Basic Speech Communication Skills

Subcompetency: Summarize messages

Life Environment: Occupational

Objectives of the Exercise: Students will be able to summarize the main points of a guest lecturer.

Procedure: Invite four or five people to your class to present descriptions of their particular jobs. Each person's presentation should last five to seven minutes. Following each presentation, ask students to list the guest's main ideas.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What factors helped you to summarize the main points accurately? (Organization, use of visual aids, speaker's delivery, interest in the occupation?)
2. Why is it important for us to be able to accurately summarize another person's message?

Evaluation/Assessment: Ask each guest to list his or her main points, and compare each student's list to the speaker's list.

Grades 10–12

Title of the Exercise: The Case of . . .

Primary Competency: Basic Communication Skills

Subcompetency: Summarize messages

Life Environment: Occupational

Objectives of the Exercise: Students will be able to summarize and compare the opinions of others.

Procedure: Provide the students with the following situation:

> Two months ago you bought a pair of leather gloves for $50. You have worn the gloves three times—once in the rain. You feel you have not given the gloves any hard wear. However, last night when you put on the gloves, one of the seams along the index finger ripped. You did not keep the sales slip, but you feel the store should refund at least 75 percent of your money. What would you do?

In small groups, have students come to a consensus on what should be done. Give them approximately fifteen minutes to complete this discussion. Questions for a small-group discussion might include:

1. Describe what you would do. If you decide to go to the store, what would you say?
2. Assume that you got no satisfaction from talking to the salesperson in the glove department. What would you do next?
3. Assume that you are still dissatisfied with the store's response. What would you do? If this attempt also fails, will you give up, or do you have more tactics in mind? Describe what you would do, and guess the probable final result.

Approximately every five minutes, stop the small-group discussion and have students write a few sentences summarizing what their group has decided thus far.

Questions/Follow-up: Have the students role-play the situation, and ask the class to summarize each role-player's position at the end of the role-play.

Evaluation/Assessment: Ask the role-players to summarize their positions at the end of the role-play, and, compare those summaries to the summaries of class members observing.

In terms of the small-group discussion, ask students to hand in their summaries and to evaluate the similarities among them for each group.

Grades 7–9

Title of the Exercise: The Anchovi Pizza Mystery

Primary Competency: Basic Speech Communication Skills

Subcompetency: Summarize messages

Life Environment: Citizenship

Objectives of the Exercise: In a small group, students will be able to summarize ideas in order to solve a problem.

Procedure: The only material needed for running the exercise is a set of clues (see accompanying list.) The room in which the exercise is played should have movable chairs. The ideal group size would be twenty-six, but the range could be ten to thirty-five (with fewer than twenty-six, double up on clues; with more than twenty-six, appoint observers).

Participants should be arranged in circles. Use the following introductions and instructions:

> "I am going to give each one of you a piece (two pieces, etc.) of paper. Each piece contains a clue to a kidnapping. When all the clues are put together, you should be able to determine the following:
>
> 1. Who disappeared?
> 2. Who was the kidnapper(s) or conspirator(s)?
> 3. What was the motive?
> 4. How was the crime accomplished?

The following rules should be read to the students:

1. Each person will state his or her clue(s) loudly and slowly, continuing around the room until all clues have been read. A clue may be repeated in this "round-robin" fashion if it was not heard by a member of the group, but may be repeated only once at this time.
2. Once all clues have been read, the group must arrive at answers to the questions posed.
3. Clues may be shared as often as needed; however, all sharing of clues must be done orally. In other words, you may not show your clue to anyone else, and you may not leave your seats to walk around the room.
4. The group must agree on the answers to the questions. Answers agreed upon may be brought to me, and I will say only whether they are right or wrong. (You may accept one answer at a time, or make the rule that all answers may be submitted at once.)
5. Once the game begins, I will function only as described in the previous rule.

6. (OPTIONAL) You may take notes if you wish.

The correct answers are:

1. Mr. Anchovi and Miss Goldie Digger disappeared.
2. Same as 1.
3. The motives were money and lust.
4. They sent the ransom note, got the money, and ran off to Rio de Janeiro.

The following questions might be considered during the discussion:

1. Was it easy/difficult to solve the mystery?
2. What made it easy/difficult?
3. Did everyone contribute ideas?
4. How did this method work for passing information?
5. Is this an effective way to learn information?
6. What did you learn about group processes?
7. Does everyone work?
8. How dependent on others are we for oral communication messages?

Evaluation/Assessment: Stress the importance of participation at the beginning of the exercise. Assess how well each student participated. Did each student share his or her clue(s)? Was each student able to summarize the clues in order to help reach a solution to the mystery?

Clues for Anchovi Pizza Mystery

Mr. Anchovi is a successful pizza tycoon.

Mr. Anchovi had been lately seen with his secretary, Miss Goldie Digger, after business hours.

Max Musclebound is Miss Goldie Digger's jealous boyfriend.

Max Musclebound had threatened to destroy Mr. Anchovi if he ever caught him with Miss Goldie Digger again!

Police were unable to locate Max Musclebound after the kidnapping.

Mr. Anchovi's brother-in-law, Andy Muckluck, is a failure at everything he tries.

Max Musclebound is a nightlife man and a late morning sleeper.

The ransom note asked for $88,820.52, the exact amount of Mr. Anchovi's savings account.

A drunken Andy Muckluck had been heard to mutter something about a plan to fix Mr. Anchovi's wagon.

Mr. Martelli is a barber.

Miss Goldie Digger told friends she was afraid of Max Musclebound.

Andy Muckluck is jealous of his brother-in-law's money.

Mr. Martelli is a good friend of Mr. Anchovi's.

Mr. Anchovi told friends that he was afraid his wife would sue for divorce and take him for lots of money.

Andy Muckluck was observed stoned in a local gutter on April 5 at 5:00 A.M..

Several curls of Mr. Anchovi's hair were found on Mr. Martelli's floor.

Miss Goldie Digger loves Rio de Janeiro.

On April 5, Mr. Anchovi wasn't in his regular seat on the 7:45 train.

Police were unable to locate Miss Goldie Digger after the kidnapping.

The only people who had access to Mr. Anchovi's savings account besides himself were his wife and Miss Goldie Digger.

Mr. Anchovi always took the 7:45 train to work.

The last person to see Mr. Anchovi was Mrs. Busybody, his neighbor, who watched him leave his house on April 5 at 7:30 A.M..

A curl of Mr. Anchovi's hair was sent to his wife with the ransom note.

On April 5, Mr. Anchovi disappeared.

Mr. Anchovi had recently been observed frequenting the Berlitz language school.

Grades 7–9

Title of the Exercise: I Am

Primary Competency: Basic Speech Communication Skills

Subcompetency: Summarize messages

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to accurately summarize the information they learn about their partner.

Procedure: Each student constructs a collage about himself or herself. Divide students into pairs. Each pair has five to ten minutes to explain what their collages mean. After the allotted time, students take turns summarizing what their partner said about himself or herself.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What kinds of information did you learn about your partner?
2. Were you able to accurately summarize the information you gained?
3. If your partner did not accurately summarize the information about you, how could you have communicated the information differently so that he or she could have summarized it more accurately?

4. If you could not accurately summarize, what could you have done differently in order to be able to summarize accurately?

Evaluation/Assessment: Each student writes a paragraph outlining his or her major ideas and the major idea the partner communicated. Students can be evaluated on how well these two paragraphs matched for each pair.

Grades 10–12

Title of the Exercise: Politically Speaking

Primary Competency: Basic Communication Skills

Subcompetency: Summarize messages

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to summarize a politician's main points.

Procedure: Have students watch a televised presidential press conference. Have them write a summary of the main ideas the president makes concerning three issues and bring the summary to class.

Bring in newspaper accounts of the press conference from three major newspapers. Provide a copy of the accounts for each student. Have them compare their summation with those in the three newspapers as well as comparing the three newspaper accounts with each other.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What are the similarities/differences among the three newspaper accounts in terms of (a) issues covered, and (b) summaries of the same issue?
2. What might account for the differences in (a) and (b) above?
3. What might the results of differences in these accounts be in terms of views of the president?
4. How does your summation compare to the newspaper accounts?
5. How do you account for any differences?
6. What does this activity suggest to you concerning the importance of accurately summarizing another's message?

Evaluation/Assessment: Students should write a two-to-three-page report analyzing (1) why they chose to summarize the issues they did, (2) how their summary compares to newspaper accounts summarizing the president's position on the same issue, (3) how they account for differences between their summary and those of the newspapers, and (4) the relationship between accurately summarizing another's message and effectively communicating with that person.

Reports could be graded on two major criteria: Is the analysis complete? and Is the analysis accurate?

Grades 10–12

Title of the Exercise: Can I Quote You?

Primary Competency: Basic Communication Skills

Subcompetency: Summarize messages

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to summarize their classmates' ideas on various quotations.

Procedure: Present a quotation to the class. The following represent quotations which may be used:

> "I disapprove of what you say, but I will defend to the death your right to say it."—Voltaire
>
> "Nothing so needs reforming as other people's habits."—Mark Twain
>
> "Nature has given to man one tongue, but two ears, that we hear from others twice as much as we speak."—Epictetus

The students in a pair will be designated Student A and Student B.

1. Student A states her or his idea about the quotation, without interruption from Student B.
2. Student B summarizes what Student A said.
3. Student B states her or his beliefs.
4. Student A summarizes Student B's position.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did your own ideas about the quotation inhibit your ability to listen, and as a result, to summarize another's views accurately? What might you do to remedy this situation?
2. Why is it important to be able to summarize accurately what another person tells us?

3. Can you think of situations in which you summarized another message incorrectly (for example, a teacher's, friend's, parent's, or sibling's) and the incorrect summation led to communication problems? Describe the situation and what happened.

A variation of this activity is not to allow Student B to state her or his position until she or he has summarized A's position to the satisfaction of A.

Evaluation/Assessment: Give students an evaluation sheet similar to the sample one included here. Have them evaluate their partner according to the criteria presented.

Can I Quote You—Evaluation Form

My name: ______________ My partner's name: ______________
My position was:
My partner summarized my position as:
My partner (accurately/inaccurately) summarized my position.
My partner was courteous even when our positions were in conflict.
Yes _____ No _____
I felt my partner was interested in what I had to say.
Yes _____ No _____

Oral Message Evaluation

Grades 7–9

Title of the Exercise: Information Gathering through Interview

Primary Competency: Oral Message Evaluation

Subcompetency: Identify main ideas in a message

Life Environment: Occupational

Objectives of the Exercise: Students will be able to gather and synthesize information gathered through an oral interview.

Procedure: This exercise has two options. Option A includes a previously prepared interview with the school principal on his or her beliefs about managing a school. (Sample interview is included.) For Option B, each student needs pen and paper.

1. *Option A:* Play the tape-recorded interview for the class. Ask individual students to orally summarize and synthesize the information heard. Before the responses are given, ask for volunteers (five, for example) to leave the room and not discuss the recording. Bring in each volunteer, one at a time, to give his or her summary of the interview. The remainder of the class compares the five summaries. Discuss different aspects of listening (selectivity, bias) and offer ideas on how to listen for the main points in such an interview.
2. *Option B:* Ask five different students to interview the same school official at different times. The five students, without having discussed the interviews with each other, give separate oral reports to the class. The class can discuss similarities and differences between the reports, and possible theories to account for the differences.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What other methods might you have used to insure accurate information?
2. How did you select which aspects of the information to focus on and summarize?
3. Which methods of gathering information seem to be most effective? Why?
4. What type of questions would you use to insure accuracy of information?

Evaluation/Assessment: Have a previously drawn-up list with the points the school official intended to make. Student answers are then compared to the teacher's list.

The exercise could be structured for the entire class, though it would be difficult. Students could then be graded on completeness and accuracy of summary.

Sample Interview Form

Student's name ______________________
Date ______________________

1. With what management issues are you most concerned?
2. Do you think suspension from school is an effective punishment? Why or why not?
3. Do you think after-school detention is an effective punishment? Why or why not?
4. Do you think discipline problems are a result of the home, the school, or both environments?
5. What positive measures do you try to institute in order to successfully manage this school?
6. If you could have your ideal school, in terms of management issues, what would it look like?

Grades 7–9

Title of the Exercise: Understanding Advertisements

Primary Competency: Oral Message Evaluation

Subcompetency: Identify main ideas in a message

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. listen accurately to product advertisements;
2. listen critically to product advertisements.

Procedure: For this exercise, you will need audiotapes of two commercials advertising child-oriented products or two similar products or services such as two different makes of automobiles, two local restaurants, two insurance companies, etc.

Play each commercial once for the class. Ask each member of the class to write down: (1) the main selling points of each commercial, and (2) the differences between the two products or services based on the information presented in the commercial. After each student has done this, ask individuals to describe what they had written for (1) and (2).

Questions/Follow-up: The following questions might be considered during the discussion:

1. What other techniques might the two commercials have used to create the messages?
2. At what kind of audience were these commercials aimed? How did the advertiser slant the commercials to hit that audience?
3. Which of the two commercials is more effective? Why?
4. How would you write your own commercial for the same product (or service) and slant it for teenagers? For people in their fifties?

Evaluation/Assessment: Listen for and point out differences and similarities between descriptions of the commercials. Look for incomplete or inaccurate information on the part of the students. Discuss with the students how and why differences in descriptions occur.

Collect written descriptions before discussion and then compare each student's description to a complete description of points and differences (see (1) and (2) above). Students can be evaluated on completeness and/or accuracy of written descriptions; for example, did students get at least half of the key points?

Grades 7–9

Title of the Exercise: Guessing Feelings

Primary Competency: Oral Message Evaluation

Subcompetency: Identify main ideas in a message

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to identify feelings expressed in conversation.

Procedure: A few days before you plan to do this exercise, give each student two 3-x-5 cards, and ask students to write on each a situation that generates an emotion. Some examples might include getting an F on a test, getting an A on a test, getting chewed out by the coach, being turned down for a date, getting a date with someone you really want to go out with, having a fight with your best friend, winning a contest where the prize is a large pizza, etc. Tell the students to leave their names off the cards. After the cards are completed, put them all in a box. On the day you plan to do the exercise, get the box out and ask each student (or as many as you have time for) to come up, select a card from the box at random, then briefly act out the situation described on the card. The rest of the class is asked to identify the emotion or feeling expressed.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What other ways might the emotions be expressed?
2. What nonverbal cues (voice tone, gestures, facial expression, etc.) are used the most in interpreting how someone feels?
3. What verbal cues (tone of voice, speaking rate) are used the most in interpreting how someone feels?
4. How do words and actions work together to help us express and interpret emotions and feelings?

Evaluation/Assessment: Informal assessment can be conducted by keeping account of the accuracy of the guesses made.

Grades 10–12

Title of the Exercise: Understanding Instructions

Primary Competency: Oral Message Evaluation

Subcompetency: Identify main ideas in a message

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. identify the main points in a set of instructions such as those given by an employer;
2. identify items left out of the instructions.

Procedure: Prepare ahead of time different sets of simple instructions for tasks common to employment situations. For example, one set of instructions might be something like: "Contact Mr. Johnson about our meeting next week," or "Don't forget to order the supplies tomorrow." You could develop more elaborate instructions based on the types of jobs held by students in the community.

Read the instructions. Ask students to respond orally on two main points: the main idea of the message, and the information that may be absent. In the first message above, for example, the main idea is fairly obvious (contact Mr. Johnson), but there are a number of aspects missing. These include the method of contact (telephone, letter, personally), the purpose of the contact, the specific meeting, etc.

Questions/Follow-up: The following questions might be considered during the discussion:

1. How might the original message have been presented to include more information?
2. How did you decide what information was missing?

3. Can you give examples from your own experience that show incomplete or inaccurate instructions?
4. How would you develop your own instructions to insure completeness and accuracy?
5. Lead a discussion on what might happen when someone takes action based on partial information and/or why people are hesitant to ask for clarification.

Evaluation/Assessment: Students can compare responses to determine whether or not each of them heard the same main idea and picked out the same type of missing information.

You could construct a set of instructions that had specific items left out. Students could be tested on both accuracy in determining the main idea and in identifying the missing information.

Grades 10–12

Title of the Exercise: Rumor Game

Primary Competency: Oral Message Evaluation

Subcompetency: Identify main ideas in a message

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. understand the distortion that information can go through in transition from one person to another;
2. understand the effects of personal bias on a message.

Procedure: Develop beforehand a message about a local public figure or situation. It should be one with whom most, if not all the students are familiar. This message should contain information concerning a fact about the person, an opinion about his or her personality, and a suggestion about the public figure's views on a local political issue. For example, a message might be something like: "Mr. Jones, the director of the City Planning Department, spoke at a recent City Council meeting in favor of the current urban renewal plan. Some council members felt he did an ineffective job in presenting his viewpoint." Make up as many messages as seem realistic. Obviously, care should be taken to pick a person and a subject known to the students, but to do so in such a way as to not reflect negatively on the individual.

Give the complete message to one student in the room without the others being able to hear. That student then says the message to one other student, and so on around the room until everyone has been part of the message chain. The last person is asked to say out loud the message he or she heard.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Where and how did the message become distorted?
2. Did one aspect of information (fact, opinion, behavior) become more distorted than the others? Did other personal opinions start to appear?
3. What guidelines could be suggested to be sure that the information is passed on without distortion?
4. How could the original message have been structured to reduce the possibility of distortion?

Evaluation/Assessment: Ask each student to write down the message he or she heard as it passed along. Also, ask students to suggest any personal biases which might account for any distortions. Evaluate each student's response in terms of the completeness of his or her analysis and the number of distortions.

Grades 10–12

Title of the Exercise: Talking to Parents

Primary Competency: Oral Message Evaluation

Subcompetency: Identify main ideas in a message

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to generate options for managing problems in parent-teen communication.

Procedure: Ask each student to write down on a 3-x 5 card a problem or difficulty he or she has experienced (or seen) related to parent-child relationships, for example, disagreements concerning curfew, appropriate dress, future plans, or responsibilities at home. No names should be used. The teacher collects these cards and puts them into a box.

Ask for a student volunteer to come to the front of the class. The student picks out one of the cards at random and reads it out loud. The student then talks as if faced with the problem or difficulty on the card and suggests how he or she might deal with it. Other class members are encouraged to add other suggestions. The teacher attempts to move the class to some listing of alternative ways of dealing with the issue. If the teacher wishes, students from the class could be enlisted to role-play the scene. After some resolution is reached on the issue, students summarize the main ideas generated for dealing with the problem. Another student is then asked to volunteer, and a new card is picked. This continues as long as time and interest allow.

Questions/Follow-up: The following questions might be considered during the discussion:

1. How would we pick the best idea out of the ones offered?
2. What specific communication skills would be useful in this situation?
3. How would these skills be used in the situation?
4. How could you tell if the situations were resolved?

Evaluation/Assessment: Opinions or judgments could be given as to the usefulness or quality of the solutions suggested.

Grades 7–9

Title of the Exercise: I Have a Complaint

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between facts and opinions

Life Environment: Occupational

Objectives of the Exercise: Students will distinguish between facts and opinions in customer complaints.

Procedure: Have students role-play various customer complaint situations—for example, a video recorder that does not work, a camera that takes only blurred pictures, a shoe that has come apart in less than two weeks, or a shirt that was supposedly preshrunk, but which shrunk in the wash. One student is the customer and one is the salesperson. The class should take notes on what facts and opinions each person in the role-play uses. Several role-playing situations can be utilized, with students taking turns being a participant and an observer.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What facts did the customer use? What facts did the salesperson use?
2. What opinions did the customer use? What opinions did the salesperson use?
3. How effective were the facts/opinions in persuading the salesperson? the customer?

Evaluation/Assessment: Individual assessment is impossible without some sort of written response from students. Instead, monitor class discussion closely to see how well the group grasps the distinction between fact and opinion.

Grades 7–9

Title of the Exercise: In Rebuttal, I . . .

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguishing fact from opinion

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to distinguish between facts and opinions in an editorial.

Procedure: Ask students to bring into class an editorial from their local paper, or provide them with an editorial. Divide the class into small groups. Each group is to separately list the facts and the opinions in the editorial and explain their reasons for labeling each item as they did. One person in the group reports the group's findings to the entire class.

Questions/Follow-up: Ask students to choose an editorial that reflects a position to which they are opposed. Have them prepare a brief rebuttal (three to five minutes) to the editorial to present to the class. Using the sheet provided, students should list the facts and opinions they hear in each speech. Discussion after each speech could focus on:

1. Reasons for categorizing each statement as fact or opinion.
2. Asking the student who presented the speech how he or she categorizes the statements.
3. Differences—why do you consider this statement opinion while someone else considers it fact?

Evaluation/Assessment: Speeches can be evaluated using the following evaluation sheet. Students might also hand in a list of the facts and opinions they used in their speeches. You could evaluate the accuracy in terms of the correctness of the categorization (fact or opinion) the students used.

Rebuttal Speech: Student Evaluation Form

Speaker's Name: ______________________________
Speech topic: ______________________________
Facts the speaker used:
Opinions the speaker used:
Other comments:
Your name: ____________________

Rebuttal Speech Evaluation Form

I. Introduction: Does the speech familiarize the class with the editorial stance to which the student is opposed?
Comments:
II. Body: Does the student utilize both facts and opinions?
Comments:
III. Conclusion: Is the student's stance clearly reiterated?
Comments:

Grades 7–9

Title of the Exercise: Is It Fact or Is It Opinion?

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguishing fact from opinion

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to distinguish between facts and opinions in advertisements.

Procedure: Collect several advertisements from magazines and newspapers. You might also videotape some television commercials. Divide the class into small groups and ask each group to analyze its advertisement according to three criteria:

1. What facts were presented?
2. What opinions were expressed?
3. Would you buy the product? Why or Why not?

Each group should share its findings with the class.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What are the facts in each advertisement?
2. What are the opinions in each advertisement?
3. Would you buy the product? If not, how might the advertisers change their advertisement to entice you?
4. What nonverbal aspects of the advertisement are particularly appealing? Are these facts or opinions?

Evaluation/Assessment: Provide each student with a different advertisement. Ask them to list separately the facts and the opinions. Collect their responses and the advertisement, and evaluate their accuracy. Can the students distinguish between facts and opinions?

Grades 10–12

Title of the Exercise: Opinions and Decisions

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguishing fact from opinion

Life Environment: Occupational

Objectives of the Exercise: The students will

1. relate stories of their experiences in making decisions in leadership positions;
2. discuss the different ways a leader can handle his or her own opinion.

Procedure: Each student should try to remember a time when he or she had to make a difficult decision in a formal or informal leadership position as a babysitter, as a club president, as host of a party, on a sports team, etc. The class should share as many of the these stories as possible, focusing on the decision. Students should also feel free to share stories about other people's leadership decisions regarding a group to which they belonged. Stories about unpopular decisions are particularly appropriate.

Questions/Follow-up: The following questions might be considered during the discussion:

1. How did different people handle their own opinions when making decisions?
2. How did they handle others' opinions in making the decisions?
3. What sort of decision-making style seems most effective?
4. How does decision making differ from group to group and situation to situation?
5. How might you organize a formal group to make decisions most effectively?

Evaluation/Assessment: Present students with the following scenario, and ask them to write out two possible courses of action for the leader of the group, and to evaluate the strengths and weaknesses of both approaches.

Scenario

> You are the chairperson of the student council committee that is handling decorations and refreshments for the homecoming dance. The dance is a big event at school, something lots of alumni return for. You were told by the president of Student Council that your committee should turn in a budget for the decorations and refreshments, and also a theme for the dance, one week from today. There are four other

people on the committee. Each of you has different ideas about how the dance should be set up. You may be able to meet one more time during the week. You and two other members have part-time jobs. All of you are busy with homework and other commitments. Today's meeting will last about an hour.

How will you start the meeting and guide the committee's work? Describe two options, and evaluate the strengths and weaknesses of both procedures.

Grades 10–12

Title of the Exercise: Newsprint Debates

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguishing fact from opinion

Life Environment: Citizenship

Objectives of the Exercise: The student will

1. compare two newspaper editorials or columns that treat an issue differently;
2. explain the rationale that underlies both articles.

Procedure: Each student should find two newspaper editorials and/or columns that discuss the same issue somewhat differently. The two need not be diametrically opposed. If a few days of reading the newspaper do not yield enough suitable comparisons, students may use leaflets, speeches, or even slogans. The objective is simply to compare two rhetorical approaches.

Discuss the concepts of ethos, pathos, and logos with the class. Have them apply these categories to their comparison of the two newspaper articles. Each student should prepare a five-to-ten-minute oral presentation of his or her analysis. If time does not permit this, a short paper can be substituted for the oral report.

Questions Follow-up: Each student should include an open-ended discussion question at the end of his or her oral report. If the reports are written, the following questions might be used in discussion:

1. How many of you had opinions about the issue discussed in your articles *before* you read them?
2. What effect did the arguments in the articles have on your beliefs?
3. What did you learn about your beliefs by doing the analysis and comparison?

Evaluation/Assessment: Assessment should be based upon:

1. the application of ethos, pathos, and logos to the articles;
2. the depth of understanding of the arguments;
3. the clarity of the comparison;
4. the open-endedness of the discussion question (in oral reports).

Grades 10–12

Title of the Exercise: Persuasion in Advertising

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguishing fact from opinion

Life Environment: Maintenance

Objectives of the Exercise: The student will

1. share an advertisement with the class;
2. reveal the way in which it portrays opinion as fact;
3. discuss ethical options in advertising.

Procedure: Each student should find an advertisement in a newspaper or magazine that clearly or subtly portrays an opinion as a fact. Students should bring these to class, and in a two-to-four-minute informal speech explain the way the advertisement persuades the reader to accept its point of view as factual. Have them apply the categories of ethos, pathos, and logos in their analysis.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Do you think it is possible to advertise a product and not use this sort of persuasion? Why or why not?
2. What other sorts of persuasion might you use?
3. What are the good points and the bad points in each of these persuasive styles?

Evaluation/Assessment: Assessment should be based on the application of ethos, pathos, and logos in the analysis. Use the following form.

Persuasion in Advertising

Name: ______________________________________
Ad: ____
Application of:
  1. ethos:
  2. pathos:
  3. logos:
Overall clarity of presentation:
Expressiveness:
  Vocal:
  Physical:
Suggestions for improvement: Grade: _____

Grades 7–9

Title of the Exercise: Analyzing Company Newsletters

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between informative and persuasive messages

Life Environment: Occupational

Objectives of the Exercise: After completing this activity, the students will be able to identify informative and persuasive messages in company newsletters.

Procedure: The instructor should collect company newsletters (companies are often willing to give you these for classroom purposes). Each student should have a copy. The students will select one informative article and one persuasive article. They will then report to the class on the two articles, explaining what persuasive or informative techniques were used and why the articles interested them.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Were the persuasive messages explicit or implied?
2. What articles could be developed into persuasive and informative speeches for the class?
3. What types of evidence were used in the persuasive articles?
4. Did students examining the same article agree on what messages were persuasive or informative? What were the causes of disagreement?

Evaluation/Assessment: Grade for the assignment should be based on the student's ability to explain clearly and accurately the distinctions between persuasive and informative messages.

Grade 7–9

Title of the Exercise: Playing the Politician

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between informative and persuasive messages

Life Environment: Citizenship

Objectives of the Exercise: After completing this activity, students will be able to distinguish between informative and persuasive messages in a campaign speech by analyzing and performing examples of each.

Procedure: Discuss with students the basic difference between a persuasive and an informative message. Have students listen to a campaign speech. Divide students into small groups. Each group will receive a copy of the campaign speech. Students are to discuss the speech and to underline persuasive points in red and informative points in green. Each group will then present its analysis to the class for further discussion.

Questions/Follow-up: Following analysis of the campaign speech, each student will prepare two two-minute campaign speeches for the office of student council or class president. One speech should be informative and the other persuasive.

Evaluation/Assessment: Evaluate students' understanding of informative and persuasive messages and their presentations using the following evaluation form.

Campaign Speeches

Name: ______________________________

Points of information:

Persuasive appeals:

Were the two speeches distinctly informative and persuasive? If not, why?

Elements of Presentation	Informative Speech	Persuasive Speech
Organization/clarity:		
Vocal varitey:		
Use of pause:		
Facial expression:		
Gesture:		
Eye Contact:		

Other:

Grade: _____

Grades 7–9

Title of the Exercise: Try It—You'll Buy It!

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between informative and persuasive messages

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to identify propaganda techniques when presented with an example of each.

Procedure: The instructor will present a lecture which explains and illustrates the major propaganda techniques, such as name-calling, glittering generalities, transfer, plain-folks appeal, card-stacking, and bandwagon approach. Students should then locate ten examples of each in magazines and newspapers and put them together in a notebook. Each student is then to select one technique and prepare a radio or television commercial which utilizes that technique.

Questions/Follow-up:

1. What part of each commercial contained informative material? Persuasive?
2. After each student has presented a commercial, the class is to determine the type of propaganda technique used.

Evaluation/Assessment: The notebook can be evaluated as to completeness (Were all ten examples present?) and accuracy (Were the techniques correctly labelled?). The oral presentation can be assessed using the following evaluation sheet.

Checklist for Try It—You'll Buy It!

Speaker's name: ______________

o = Satisfactory
+ = Above Average
– = Needs Work

Demonstrated a knowledge of the propaganda technique chosen: ______
Presented points in logical order: ______
Was creative in presentation: ______
Informative and persuasive messages were clearly distinguishable: ______
Spoke clearly and loudly: ______
Spoke with good inflection and vocal clarity: ______
Used good eye contact: ______
Showed interest and enthusiasm by body movement and gesture: ______
Was free of nervous mannerisms: ______
Comments:

Grade: ______

Grades 10–12

Title of the Exercise: In the Real World

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between informative and persuasive messages

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. use both informative and persuasive messages;
2. observe and explain the persuasive strategies used by others:
3. explain the relationship between informative and persuasive messages.

Procedure: Divide the classroom into three stations, or two sets of three stations, depending on the size of the class. Each student will move through the stations at eight-to-ten-minute intervals which are announced by you. Prepare a rotation system which allows each student to have a different role at each station: persuader, listener, or observer. The day before the activity is conducted, give each student a description of the roles for each situation and his or her rotation pattern (e.g., station 2—observer; station 1—sales representative; station 3—customer). If students have not role-played before, spend some time explaining the strategy.

Descriptions of the roles/situations:

1. Sales representative/store manager: Representative will be meeting with the manager to convince him or her of the need for the representatives product to be carried in the store. Each student who serves as a representative will come up with an idea for a product. The manager is responsible for recognizing persuasive tactics and must ask appropriate questions.
2. Complaint station attendant/dissatisfied customer: The attendant will be hearing the complaints of a customer returning a product he or she did not like. Attendant must find out exact reasons for the return and try to calm the customer if customer gets upset. Customer must be prepared with reasons for dissatisfaction.
3. Clerk/indecisive customer: The customer will not be able to decide between two products (the two students should agree on the type of products involved before the role-playing begins). The clerk must help the customer decide.

Questions/Follow-up: Based on observations and participation, students should discuss the relationship between informative and persuasive messages. They should consider the role questions played:

1. Did they seek out informative or persuasive messages?
2. Was information factual or opinion-based?
3. Did persuasive strategies vary according to the situation?
4. Was the persuader the only one who used persuasive messages?

Evaluation/Assessment: Each student should prepare a self-analysis of the persuasive and informative strategies used in the role-playing situations. These will be graded for completeness and analysis of persuasive messages and informative messages. Students will also prepare observer's notes at the time they are observing another set of students role-playing. These notes will be turned in and evaluated in terms of completeness of the analysis of the persuasive strategies used by others and the information presented by others. Students should list the persuasive strategies used and the main informational points presented by each classmate.

Grades 10–12

Title of the Exercise: Debate It!

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between informative and persuasive messages

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to demonstrate an understanding of

1. persuasive strategies through presentation of persuasive speeches;
2. the importance of informational messages in persuasive speeches through the inclusion of appropriate supporting materials for persuasive arguments.

Procedure: Students will participate in a modified legislative debate. Give students a list of controversial social issues, or help them generate one. Select a side of one issue that they support. Each student should prepare a two-to-three-minute speech which gives at least two reasons why the class should vote for his/her side of the issue. Students should conduct research to support their position in the speeches. All students giving speeches on the same topic should give their speeches consecutively, alternating between pro and con where possible. Take a survey of the class after the speeches are presented. Have students tell why they were or were not persuaded.

Questions/Follow-up: Prepare a list of reasons why students voted for one position and not for the other. Discuss with students the relationship between the persuasiveness of one position and the types of informational and persuasive messages used.

Evaluation/Assessment: Speeches will be evaluated using the following evaluation form.

Rating Scale for Public Speaking

			DELIVERY			
confident	5	4	3	2	1	anxious
audible	5	4	3	2	1	inaudible
animated	5	4	3	2	1	listless
			ORGANIZATION			
clear	5	4	3	2	1	rambling
			INFORMATION			
clear	5	4	3	2	1	unclear
relevant	5	4	3	2	1	irrelevant
sufficient	5	4	3	2	1	insufficient
			PERSUASIVE STRATEGIES			
clear	5	4	3	2	1	unclear
appropriate	5	4	3	2	1	inappropriate
effective	5	4	3	2	1	ineffective

Grades 10–12

Title of the Exercise: Let's Examine Editorials

Primary Competency: Oral Message Evaluation

Subcompetency: Distinguish between informative and persuasive messages

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to detect informative and persuasive messages in the print media.

Procedure: Have students review several selections from the editorial page of a newspaper (editorials, letters to the editor) or the "My Turn" section of *Newsweek* or editorials in *Time*. Students should determine if the overall purpose of each letter or editorial is to inform or to persuade, and they should supply reasons to support their decision. Students should also identify the informative and persuasive messages within each example.

Questions/Follow-up: As a follow-up activity, students should select one letter or editorial and prepare a response to it, or they could write their own letter to the editor. They should identify the informative and persuasive strategies included in their own writing.

After analyzing the letters and editorials from the newspapers and magazines, students should discuss their findings using the following questions:

1. Which messages were effective? Why?
2. Which messages were ineffective? Why?
3. How could the ineffective messages have been made more effective?

Evaluation/Assessment: Each student should submit a written summary of the observations described in the Procedure section above. A copy of the editorials or letters, should accompany the analysis. Each summary should be evaluated on the student's ability to distinguish between persuasive and informative messages and to analyze the effectiveness of each.

Grades 7–9

Title of the Exercise: Out in the Real World

Primary Competency: Oral Message Evaluation

Subcompetency: Recognize when another does not understand your message

Life Environment: Occupational

Objectives of the Exercise: Students will understand how people react when they do not understand a speaker's message.

Procedure: Have students visit a store or business and observe the interaction between customer and the store or business person. Each observation should focus on how the one (customer or clerk) reacts when the other isn't sure whether the message is being accurately received. For example, a grocery order being given to a clerk when the customer isn't clear whether the person understands. An auto shop is another good place to observe a customer-business person exchange. Ask students to note both the verbal and nonverbal indicators of uncertainty about what is being said.

Questions/Follow-up: Have students report their observation to the class in the form of an informative speech. To help students recognize whether their classmates understood their message, ask classmates to complete the following form for each student's speech.

Evaluation/Assessment: Evaluate students' informative speeches utilizing the second evaluation form. In addition, based on peer evaluation forms, ask students to write a paragraph analyzing the effectiveness of their message.

Speech to Inform

Name					Comments
1. Introduction a. Attention-getting device b. Statement of thesis c. Did the speaker relate topic to the audience?					
2. Organization of Body a. Method of organization (Did the speech develop logically/clearly?) b. Supporting materials c. Transitions (Did your speech flow smoothly from one point to the next?)					
3. Conclusion a. Summary of information presented b. Clincher or final appeal					
4. Delivery a. Eye contact b. Proper use of note cards c. Gestures/facial expressions d. Voice pronunciation speech clarity/articulation tone (vocal expression) rate projection 5. Was the speech informative? Was the information new and useful to the audience?					
6. Written Outline a. Followed proper format b. How well did you follow your outline?					
	Superior	Excellent	Good	Fair	

Peer Evaluation Form

Comment on ______________________________'s speech
speaker's name
by outlining in the space below the information conveyed in his/her speech:

Grades 7–9

Title of the Exercise: Misunderstanding in Groups

Primary Competency: Oral Message Evaluation

Subcompetency: Recognize when another does not understand your message

Life Environment: Citizenship

Objectives of the Exercise: Students will recognize what signals indicate misunderstanding of a message.

Procedure: Divide students into small groups of five to seven members. Give each group a topic to discuss (possible topics are listed below). Give students ten to fifteen minutes to discuss the topic.

Possible topics:

1. Should the 55 m.p.h. speed limit be raised?
2. Should women have equal rights under the law?
3. Should the legal age for driving be changed in your state?
4. Should communities be allowed to ban rock music concerts within city limits?
5. Should the letter grading system be changed?
6. Should the student council be given more power in determining school policy?
7. Should the faculty and administration be allowed to censor school newspapers?

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did you ever feel you were not being understood?

2. What behaviors of other group members made you feel this way?
3. What did you do when you believed your message was misunderstood?
4. What other things could you have done?
5. What do you do when you don't understand another person's message?

Evaluation/Assessment: Ask each student to fill out the following self-evaluation form and discuss it with you.

Self-Evaluation Form

In my small group, I believe my behaviors affected other members' understanding of my ideas:

	Did Affect	Did Not Affect
1. Speaking loudly and clearly enough to be heard		
2. Providing a summary of my major points		
3. Using examples to clarify my ideas		
4. Disagreeing tactfully rather than belligerently		
5. Listening carefully to what others said before responding		
6. Nonverbally showing my interest by eye contact, posture, gestures		
7. Other behaviors . . (Describe below)		

Grades 7–9

Title of the Exercise: Can You Help Me?

Primary Competency: Oral Message Evaluation

Subcompetency: Recognize when another does [illegible] understand your message

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to

1. recognize when a salesperson does not understand their request;
2. restructure their messages so understanding is increased.

Procedure: Pair students. Ask each pair to role-play the following:

Customer: You are in a department store Christmas shopping. You are looking for a present for your mother. You are not sure what you'd like and decide to describe your mother to the salesperson in hopes that he or she can come up with an idea for a present.

Salesperson: You are eager to help every customer since you work on a commission, but today has been extremely busy and you are tired.

Questions/Follow-up: After students have role-played (perhaps you will want to role-play twice so that each student has a chance to be both customer and salesperson), ask students to list (1) instances when they felt they were not understood and why, and (2) instances when they felt they were understood and why. Students should consider both verbal and nonverbal aspects of understanding/misunderstanding. Discuss exercise with the class.

Evaluation/Assessment: Students could role-play again, this time paying particular attention to the behaviors discussed in class. Ask students to then discuss the differences between the first role-play and the second, emphasizing questions such as:

1. Was the second role-play more successful in terms of recognizing when you were misunderstood?
2. When you were misunderstood, could you use some of the behaviors we discussed after the first role-play to help you make your message more understandable?

Grades 10–12

Title of the Exercise: "Storing" up Misunderstanding

Primary Competency: Oral Message Evaluation

Subcompetency: Recognize when another does not understand your message

Life Environment: Occupational

Objectives of the Exercise: Students will be able to detect signs in the person for whom a message is intended that he or she is not understanding the message.

Procedure: Organize the class into categories: store managers, store employees, and store customers. The store, a pizza/ice cream parlor, is trying to make changes both in the products that it offers and the number of customers it attracts. Simulate the conditions of the situation. Remember that the purpose is to be able to detect signs in the person(s) for whom the message is intended that he or she is not understanding what is being said. Give the students the following instructions.

> *Group A—Managers:* Devise a fairly complete campaign to inform the staff of the changes in the menu, ideas for increasing the number of customers, and a new incentive system for employees. Present this to Group B, the employees. Specifically, note signs of lack of understanding of message given. Identify the differences in reaction from the person not understanding the message to the persons not accepting the proposals.
>
> *Group B—Employees:* Each person will devise a method to carry out the new campaign to customers. Each worker will note instances when message does not seem to be understood by the customer.
>
> *Group C—Customers:* Each person will respond to the information given by the store employee. Some customers will give hostile verbal and nonverbal signs; others will give cordial verbal and nonverbal response; another group will try not to give any overt indications of their feelings.

Questions/Follow-up: Students within their own group should discuss how effective the role-play situation was. Each student should share with others in the group the examples of misunderstanding that he or she observed, reasons for the misunderstanding, and ways to avoid such a misunderstanding.

Evaluation/Assessment: The entire group will meet to evaluate how well each person within that group recognized that another person in the group (A to B and B to C) did not understand what was being said.

Grades 10–12

Title of the Exercise: It's a Press Conference

Primary Competency: Oral Message Evaluation

Subcompetency: Recognize when another does not understand your message

Life Environment: Citizenship

Objectives of the Exercise: Students will recognize when a message is misunderstood.

Procedure: Videotape a presidential press conference and play it for the class. Have students comment on the ways that the reporters don't seem to be understanding how the president is answering the questions, or how the president doesn't seem to be understanding the reporters.

Questions/Follow-up: In small groups, have students develop a list entitled "TV Press Conference Communication Rules."

Evaluation/Assessment: Students should present informative speeches on some of the issues generated by the press conference they observed. During the speech, immediately after a speaker notices what he or she believes to be a signal from an audience member indicating that a lack of understanding exists, the speaker should stop and say, "thank you" to the person and then continue the speech. Competency should be determined by (1) the speaker noting the sign; and (2) the speaker's ability to continue the speech without a noticeable break in thought.

Grades 10–12

Title of the Exercise: It's a Family Affair

Primary Competency: Oral Message Evaluation

Subcompetency: Recognize when another does not understand your message

Life Environment: Maintenance

Objectives of the Exercise: Students will analyze the reasons for misunderstanding of messages.

Procedure: Place the class members into "families." Give each family a problem (a teenager with a drug problem, a father or mother has just lost his or her job, a very ill child who will require extensive hospitalization, etc.) to solve. Give each family member a specific role. Allow families to discuss their problem for fifteen-to-twenty-minutes. Tape-record each family's discussion.

Questions/Follow-up: After hearing the tape, members of each family should discuss how well they really understood one another.

Evaluation/Assessment: Students could write a short paper explaining the misunderstandings in the family communication, the reasons for the misunderstandings, and how the misunderstandings could have been avoided.

Communication Codes

Grades 7–9

Title of the Exercise: Making and Understanding Presentations

Primary Competency: Communication Codes

Subcompetency: Listen effectively to spoken English

Life Environment: Occupational

Objectives of the Exercise: Students will be able to listen to a demonstration speech, explain the demonstrated activity, and explain the things that made the speech easy or difficult to listen to.

Procedure: Each student in the class should give a three-to-five-minute demonstration or explanation speech. Topics can range from "How to Play Dungeons and Dragons" to "Some Different Ways to Fold Newspapers" to "How to Play the Cello." Students should be encouraged to use props. After each speech, call on a student to repeat the information. Each student in the class should have to repeat a presentation.

Questions/Follow-up: In the areas of delivery, content, and structure, the presenter should address these issues:

1. Does the class seem to understand the activity you described?
2. What parts of your delivery and your speech itself seemed effective? What parts seemed ineffective? Why?
3. What might you do differently if you were making the presentation again?

The listener/repeater should address these issues:

1. What made the presentation easy or difficult to listen to?
2. How sensitive did the presenter seem to be to the class understanding?
3. Do you understand the presentation well enough to give it yourself? How might you have understood it better?

Evaluation/Assessment: Each presenter and listener can be evaluated for effectiveness.

1. Was the presentation easy to follow?
2. How much of the presentation did the listener recall?
3. How insightful were their explanations of their speaking and listening behavior?

Grades 7–9

Title of the Exercise: The Principal Speaks!

Primary Competency: Communication Codes

Subcompetency: Listen effectively to spoken English

Life Environment: Citizenship

Objectives of the Exercise: Students will discuss the reasons for rules and reasons for disagreements over rules.

Procedure: Ask the principal or another courageous school administrator to address the class on a particular area of school policy which is controversial, or on the philosophy of the school on corporal punishment and discipline in general. After the "formal" talk is through, open things up for questions and discussion. You might discuss some of the issues with the class the day before to get their thoughts going. (Note: Explain the entire procedure to the administrator, so he or she doesn't fear being scapegoated.)

Questions/Follow-up: The day after the administrator's presentation, discuss the event with the class. First, try to establish a clear report of what the administrator said. (Make sure you take some notes, or even tape-record the presentation.) Try to get the students to see any distortions in their own perceptions. Work to bring out minority opinions, especially if the class reaches an "incorrect" consensus quickly. Then, have students describe the discussion session. Try to assemble a record of the questions raised, especially in arguments. If there was a conflict, list pro and con points on the issues. Ask the students to describe the administrator's position without using loaded language. Have them explain reasons for the differences of opinion which exist. Avoid labeling views "right" and "wrong." Try to get students to understand the ways in which their listening and reporting are affected by their opinions.

Evaluation/Assessment: Have students write a brief summary of the administrator's position on one of the issues raised, and do the same for any opposing opinions, striving to state each case fairly. Finally, have students offer a few sentences explaining the reason(s) for the different perspectives.

Grades 7–9

Title of the Exercise: The Listening Gap

Primary Competency: Communication Codes

Subcompetency: Listen effectively to spoken English

Life Environment: Maintenance

Objectives of the Exercise: Student will be alerted to the limits of our listening abilities and will drill their own listening skills.

Procedure: Select four students and send three outside the classroom. Then read a set of instructions aloud to the class and the first student. Invite the second student back in, and have the first relate those instructions to him or her. No hints from anyone, and no repeating. Have the second student relay the instructions to the third, and the third to the fourth. Then have the fourth student write down the instructions. Compare his or her final record with the original. Some sample instructions are included.

Questions/Follow-up: The class will have watched the changes in the information as it was told and retold. Ask them to indicate the points at which it changed the most. Ask the four students what their feelings were while they were listening and telling. Try to decide if a serious amount of distortion occurred. You might try the exercise again with a made-up story about yourself, a good-natured student, or a public figure. Then ask the students how much they think this activity reflects real life.

As a follow-up drill, take the remaining sets of instructions and read them to the class. Ask students to repeat them, and have the group make additions and changes together until their instructions are the same as the original.

Evaluation/Assessment: One of the sets of instructions can be read. Students can listen and repeat them in writing, instead of aloud.

SAMPLE INSTRUCTIONS

1. Closing the Bakery

   Checklist:

   Count muffins and rolls that are ready to be shipped out.
   Bag leftover croissants to sell as "day-old".
   Put pies in the refrigerator overnight.
   Cover cookies with plastic.
   Put papers in muffin tins for the morning.
   Empty cases and wipe clean.
   Replace any dirty display mats.
   Wash all dishes. Clean sink.
   Clean all counters.
   Stock coffee area with cups, lids, sugar, etc.
   Count cash.
   Sweep floors.
   Be sure next day's dough is out of the freezer and in the refrigerator.
   Turn out lights.
   Lock door.

2. Fire Alarm Procedures

   Teacher Checklist:

   When alarm sounds, leave room and buildings immediately.
   Be certain everyone has left the room.
   Close and lock door.
   Direct class out of building and clear of other students and fire fighters.
   Do not return to building until directed by principal.

   Student Checklist:

   When alarm sounds, walk quietly and quickly to the nearest exit and leave building.
   Remain quiet and orderly at all times.
   Keep clear of fire trucks and fire fighters.
   Do not return to building until directed by principal.

3. Tornado Alert Shelter Area

   Report to your assigned area quickly and quietly.
   Tornado alert signal will be a series of short rings on the passing bell.

Grades 10–12

Title of the Exercise: Listening For the Future

Primary Competency: Communication Codes

Subcompetency: Listen effectively to spoken English

Life Environment: Occupational

Objectives of the Exercise: Students will be able to listen to information from two sources, integrate it and report it to the class.

Procedure: Have students interview two people who work in a field that interests them. Help them prepare questions before the first interview. Then adapt the questions for the second interview based on insights gained in the first. Encourage students to listen for feelings as well as for information. After both interviews are complete, the students should give brief oral reports to the class on the pros and cons of work in the given career.

Some potential interview questions:

1. What were your reasons for choosing this job initially?
2. To what extent have your expectations been met?
3. What exactly do you do in this position?
4. What are your plans for the future?

Questions/Follow-up: The students should take questions from the class after their oral reports. They should also report their new outlook on the career they investigated. Does it still interest them?

Evaluation/Assessment: The oral presentation can be assessed for content and/or performance skills. The students could turn in outlines of their reports, revealing the information they gained during the interviews.

Grades 10–12

Title of the Exercise: Listening Critically to Advertisements

Primary Competency: Communication Codes

Subcompetency: Listen effectively to spoken English

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to listen to political advertisements and analyze them critically.

Procedure: Share political advertisements with the class. If this is a campaign year, examples should be plentiful. If not, check with history or government teachers who may have some stored away. There are also a few sample texts included here. You can read ads to the class, tape-record them from the radio, tape-record your own (with different voices and music, if you've got extra time!) or video-record some from television (if the equipment is available). You might ask students to bring in examples from newspapers and magazines. Once everyone has a chance to experience each ad, move into discussion.

Questions/Follow-up: The following questions might be considered during discussion.

1. Which ad was the most memorable? What do you remember of it? Why?
2. Which ad was the most persuasive? Why?
3. Which ads had the most information?
4. Which ads seemed the most honest, the least manipulative?
5. What do the different ads stress? What do they downplay?
6. Are the most memorable and the most persuasive ads the ones which do the most to make you an informed voter?
7. What are the techniques which the advertisers have used to make us listen?

Evaluation/Assessment: A similar analysis of an advertisement might appear on an in-class test, or form an out-of-class essay assignment. In the context of a media curriculum, students might be required to create their own advertisement, designed to get others to really listen.

Same Political Advertisements

1. Don Brock has been our state representative for 12 years. In his last election, he received 75% of our votes, and he went back into the legislature to continue his fight for lower taxes, better roads, and new zoning regulations. He is tireless in his dedication to his supporters, and won't rest until he has your support in the upcoming election. Is there something that Don Brock can do for you?
2. Past administrations have failed to make good on their promises to the American people. Why should we have to bear the burden of the federal deficit? Why should we have to rely on an inferior military to keep us safe from international threats? Why should we have to watch our national parks shrink at the hands of big business? Why should we have to deal with the federal bureaucracy in every aspect of our daily lives? Why haven't these questions been answered? America—it's time for a change.

Grades 10–12

Title of the Exercise: What I Hear You Saying Is . . .

Primary Competency: Communication Codes

Subcompetency: Listen effectively to spoken English

Life Environment: Maintenance

Objectives of the Exercise: Students will listen effectively to the content of messages and the feelings behind them.

Procedure: Place the students in pairs, and offer the class a choice of three topics for discussion within each pair. As discussion continues, periodically say "Freeze." At these points each student must repeat his or her partner's last statement in general terms, in an attempt to summarize the message and the feeling of the statement. For example: "You were talking about terminal cancer patients and how you feel frustrated by not being able to help them." Allow discussion to continue for fifteen minutes, or until interest wanes.

Potential topics for discussion:

peer pressure
capital punishment
brothers and sisters
computers in society
the best and worst things about this school

Questions/Follow-up: Discussion questions can include:

1. Was this challenging at all? How?
2. How did you feel (as a speaker) when you caught the listener not listening?
3. How did you feel as a listener when you realized you hadn't listened?
4. How often did listeners misinterpret what speakers were saying?
5. How did misinterpretation seem to occur?
6. How often did misinterpretation occur?
7. Was it harder to hear content or feelings?

Note: Be certain that the students listen for the *speakers'* feelings, not feelings described by the speaker. For example: "You were excited," not "You said your brother was excited."

Evaluation/Assessment: Students might evaluate each other and then evaluate themselves, both on a 1–5 scale of accuracy. Listening for content and listening for feelings can be ranked separately, and a student's scores then averaged into one, but more as a point of information for a student than as a grade. A short written reaction to the activity and discussion might be appropriate. An evaluation form follows.

Evaluation Form—What I Hear You Saying Is . . .

Name: ____________ Partner: ____________

Fold this sheet in half, so that the ratings are on opposite sides. You can use one side, and your partner can use the other.

Listening For Content	Listening For Content
1 2 3 4 5	1 2 3 4 5
poor excellent	poor excellent
Listening For Feelings	Listening For Feelings
1 2 3 4 5	1 2 3 4 5
poor excellent	poor excellent
Your own average score: _____	Your average score from your partner: _____

Average of the two scores: _____

What were your strong points?

Your weak points?

How might you become a better listener?

Grades 7–9

Title of the Exercise: Job Talk

Primary Competency: Communication Codes

Subcompetency: Use words, pronunciation, and grammar appropriate for situation

Life Environment: Occupational

Objectives of the Exercise: Students will discern elements of language use that are related to job environments.

Procedure: Each student should pick three different job environments to visit, and then observe them by focusing on the way language is used in different job settings. Students need not make appointments for interviews or go "behind the scenes" at all. Instead, simply visiting as a customer, they should make notes about the way employees talk in different fields. They might also notice signs and P.A. announcements. Encourage them to choose settings in different fields—such as a fast-food restaurant, a dentist's office, and a parking garage. Everyone might be required to visit one setting in the same vocation. For instance, everyone could visit a supermarket. The students should make notes on each visit, and bring them into class for discussion.

Questions/Follow-up: Get a feeling for the variety of settings the students visited. Let students report any of their own findings/ideas first. Here are some potential questions:

1. Was anyone surprised at the way language was used in a particular place? Why?
2. In what settings did you hear Standard English? In what settings did you hear "incorrect" English or another language? Why the difference?
3. Were there any settings in which the customer had a hard time understanding the "workplace talk"? Do you think this was intentional or unintentional?
4. Would you have changed the language you found in any settings? Why? How would you change it?

Evaluation/Assessment: Each student should turn in a set of notes for each place he or she visited. Following the class discussion, students should also write a brief summary and reaction to the experience.

Grades 7–9

Title of the Exercise: Communication in Court

Primary Competency: Communication Codes

Subcompetency: Use words, pronunciation, and grammar appropriate for situation

Life Environment: Citizenship

Objectives of the Exercise: The students will analyze language use in a courtroom setting, and evaluate it in relationship to conversational language

Procedure: Take a field trip to a local traffic court. Before you visit, invite a lawyer to brief the class on some of the procedures and terminology they can expect to hear. You can set up a courtroom role-play within class, but it may be easier to visit the real thing, which is certainly more exciting and instructive for students. Have the students take notes on the trip. If the visit is impossible to arrange, you might substitute a film with a courtroom scene such as *Inherit the Wind*, *The Verdict*, *Kramer vs. Kramer*, or a play such as *Nuts* or *Witness for the Prosecution*.

Questions/Follow-up: Focus on the questions listed below. When you return to the classroom (or the following day), discussion might center on these issues:

1. Could you understand what was going on? Who won the case(s) we saw?

2. Were you able to understand the traffic accidents that were described in court? If not, why not?
3. What different styles of language use did you hear on the trip? How did different people talk? The judge, the lawyers, witnesses, etc.?
4. What is it that distinguishes their language use from ordinary language use?
5. Should their language use be different, in your opinion? Why do they *not* change it? If you believe it should be different, why?

Note: You might pose these questions before the trip, so students can look for answers.

Evaluation/Assessment: Students could turn in their notes from the trip. They might write a brief reaction to the language use they heard, describing the ways in which it is different from "ordinary" speech, or recommending ways to change the courtroom procedures and speech patterns. Or the students might simply write a detailed description of a traffic accident, as if it were to be presented in court.

Grades 7–9

Title of the Exercise: Communication Logs

Primary Competency: Communication Codes

Subcompetency: Use words, pronunciation, and grammar appropriate for situation

Life Environment: Maintenance

Objectives of the Exercise: The student will record his or her own communication behavior, and discuss the ways communication is situation specific.

Procedure: Have students keep a communication log for two or three days. In it they need not write every communication act they engage in (which would be impossible), but they should select communication acts and record them on the basis of the following guidelines:

1. Each student should select three distinct settings and pay particular attention to his or her communication during time spent in those settings. Some examples include math class, at dinner, and on the bus.
2. The notes in the log should be in readable, sentence form.

3. In their self-observation, students should seek to answer these questions:
   a. Why am I in each of the settings?
   b. What are the differences in my word choice between settings?
   c. What are the differences in my nonverbal behavior between settings (posture, tone of voice, facial expressions, etc.)?
   d. How do the other people in each of these settings react to me?
   e. What does the setting itself have to do with the communication?
   f. How do I generally feel in each of the settings?
   g. How might I communicate differently in each of the settings?

Each student should write a few paragraphs at the end of the log, summarizing his or her findings.

Questions/Follow-up: Discuss the assignment after the journals are turned in as well as beforehand. Ask students what they discovered—about other people, about themselves, about different environments, and about communication. Focus on a specific issue or keep the discussion broad.

Evaluation/Assessment: Students should hand in their journals. Private conferences might also be used after the journals have been read. You might use the questions listed above as a form for the summary statements in the journals. Each entry should note behavior relevant to these points.

Grades 10–12

Title of the Exercise: Workplace Confrontation

Primary Competency: Communication Codes

Subcompetency: Use words, pronunciation, and grammar appropriate for situation

Life Environment: Occupational

Objectives of the Exercise: The student will learn strategies for negotiation in conflict situations.

Procedure: Choose two students to role-play the following situation, one as the manager, the other as the employee.

> *Situation:* An employee who has worked in a fast-food restaurant for three months is often five or ten minutes late for work. The employee is sometimes rude to customers, one of whom actually filed a complaint.

> The employee works very efficiently while on the job, despite the fact that he or she is working two jobs to earn money to return to college. The employee depends on public transportation to get to work. The manager is considering firing the employee, and calls him/her into the office to discuss the problems.

Before the students begin the role-play, be sure any questions they have are answered. Also, have the class list four things which are part of each character's motivation in the scene. For example, company policy and a desire to maintain obedience; dislike for counter work and exhaustion from working two jobs. If you wish, you may add more detail to the situation, but be careful not to weigh the circumstances in favor of one character or the other.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did there seem to be a winner and a loser? Why?
2. With whom did you sympathize? Why?
3. What language strategies did each person use most effectively?
4. Which statements were informative? Persuasive? Commanding? Expressive?
5. When did the characters use appropriate grammar and pronunciation? When did they not? Was their correctness important to their communication?
6. How did the stress of the situation affect the language use?
7. Did both actors seem to understand the things motivating the other?
8. What suggestions might you make to either character for improving language use?

Evaluation/Assessment: Students should write a brief paper about recent conflict with a parent, sibling, teacher, boss, or friend. They should (1) describe the conflict, (2) analyze the language used in the conflict, and (3) make some suggestions for ways of phrasing which might have resolved the conflict more easily.

Grades 10–12

Title of the Exercise: Public Address

Primary Competency: Communication Codes

Subcompetency: Use words, pronunciation, and grammar appropriate for situation

Life Environment: Citizenship

Objectives of the Exercise: The student will prepare and deliver a persuasive public address designed for a specific audience.

Procedure: Each student will choose a problem he or she perceives in the school. After researching the problem, the student should decide which public official or body could most effectively remedy the situation. The student will then prepare a five-minute persuasive presentation designed to motivate his or her audience to take action to solve the problem, and present this message to the class.

Problems might include:

improving lighting in classrooms,
getting new band uniforms,
stimulating school spirit,
keeping noise down in the library,
minimizing segregation in schools,
getting speakers for assemblies.

Potential audiences include:

the school board,
the student body,
the faculty,
the principal(s),
the state legislature.

Questions/Follow-up: The class should briefly discuss each presentation. Teachers should offer more detailed written comments. Discussion might center on these issues:

1. What was effective about the presentation? Why?
2. What might you have done differently in the presentation? Why?
3. Was the presentation well suited to its audience? How so?
4. What did the student emphasize? What did he or she de-emphasize? Was this emphasis wise?
5. Was this a generally a good start on solving the problem? Where would you go from here?

Evaluation/Assessment:

1. Students might take turns writing critiques of the presentations, which the teacher could evaluate.

2. Appropriate public officials might be invited to comment, or the student might write a reaction to his or her own presentation, discussing its weaknesses and strengths, and describing changes which could be made on the basis of audience reaction.

Grades 10–12

Title of the Exercise: People in Places

Primary Competency: Communication Codes

Subcompetency: Use words, pronunciation, and grammar appropriate for situation

Life Environment: Maintenance

Objectives of the Exercise: Students will simulate an environment and role-play people in it, attempting to create communicative behavior appropriate to the situation.

Procedure: Students should divide into groups of three or four to work on this project, or it can be done individually. In their groups, students should choose and visit a specific environment. Possibilities include a doctor's office, an all-night diner, a cemetery, a nursery school, a mall, or a nursing home. During the visit, students should note the different sensory components of the environment (the smell of a bakery, the sounds of a busy intersection, the texture of the chairs in a waiting room, etc.), and also the style of communication people in the environment use (the terms used by the nurses, the tone of the judge's remarks, the way a receptionist phrases his or her greetings). Then the students should prepare presentation for the class in which they show how setting and communication style were related in the situation. It is a performance of sorts. Students should be encouraged to use props to create the scene more realistically. They may want to write a script, but improvisation should be encouraged.

Questions/Follow-up: Have the group explain their presentation, and encourage class comments.

1. Why did they choose to present these elements and not others?
2. What was important about the setting and the communication?
3. What about these words and nonverbals could only have occurred in this setting?
4. How did the setting shape the communication?

5. How might these people communicate in other settings?
6. What seemed particularly realistic about the presentation?

Evaluation/Assessment: The degree to which the presentation actually simulated the environment can be evaluated. More appropriately, the seriousness and depth of the group's analysis of the situation in terms of environment and communication can also be evaluated.

Grades 7–9

Title of the Exercise: To Interview or Not to Interview . . .?

Primary Competency: Communication Codes

Subcompetency: Use nonverbal signs appropriate for situation

Life Environment: Occupational

Objectives of the Exercise: Students will understand the different effects of a job interview and a letter of application.

Procedure: Each student should pick a job and consider his or her personal qualifications for the position. What are the elements in his or personality that might be important to a potential employer? Each student should list three or four personality traits that might be strong selling points. Then each student should write a letter applying for the job, and attempting to convey these personality traits. The letter should not state the traits directly (for example, "I am a happy person"). Instead students should try to share personality through the style of expression in the letter. In other words, a student who wants to show how informal he or she can be might write, "Hi. I was checking through the want ads and I saw you needed a salesperson. Well, I'm interested." This expresses casualness without stating it blatantly.

Students should not sign the letters. When they are completed (this can be done in class), collect them and hand them out randomly to the group. Students should read the letter they receive and note three or four impressions of the writer's personality. Then they should return the letters to the authors, and compare their impressions with the writer's intentions. Finally, bring the class back together for discussion.

Questions/Follow-up: The following might be considered during the discussion:

1. How successful were the letters at expressing the personalities of the writers? Did the writers convey the personalities they wanted to?

2. What were the frustrations of trying to write this letter?
3. What were the frustrations of trying to evaluate a potential employee on the basis of this letter?
4. Imagine a job interview for this position. How might you communicate your personality in a face-to-face interaction?
5. In what ways is a job interview better than a letter, and in what ways is it worse than a letter when applying for a job?

A few students might be willing to improvise job interview scenes to help the class envision them. You can then discuss the differences between written and face-to-face interaction.

Evaluation/Assessment: Students can turn in their letters and the respondent's comments. A short written reaction or journal entry addressing question 5 above might also be appropriate.

Grades 7–9

Title of the Exercise: Nonverbals and Persuasion

Primary Competency: Communication Codes

Subcompetency: Use nonverbal signs appropriate for situation

Life Environment: Citizenship

Objectives of the Exercise: Students will compare two videotaped speeches and analyze the effects of nonverbal behavior on political persuasion.

Procedure: Construct and deliver two speeches which are exactly the same in content but differ in delivery. Both speeches are to be videotaped. They should be approximately five minutes in length and should be developed around a current local or national political controversy. The only difference between the two speeches will be in facial expression, posture, and gestures. The first speech should be delivered with a rather gloomy facial expression, a lazy posture, and no gestures. The second speech should include smiling, energetic facial expression, an erect posture with some leaning toward the audience, and a few gestures. When the videotapes have been made, the teacher should construct several questions to be answered after each speech. The questions should be designed to test student's knowledge of the speech content, reaction to the speech, and analysis of the speech. Some sample questions appear below. When prepared, the teacher should show half the class the first tape and then quiz them; the teacher should then show the other half of the class the second tape and quiz that group. Do not tell the class that there are two different speeches. Afterwards, bring the class together to share their reactions to the presentations. How do they feel about the issue? Don't let discussion focus on the speaker. After discussion reveals enough differences in the groups' responses, show both tapes to the entire class. Then discuss the reasons for their different reactions. Note: You may choose to write a speech on a fictional issue, depending on the students' level of political awareness. Students who are knowledgable or opinionated may not be easily affected by either speech.

Questions/Follow-up: Sample quiz questions:

1. What was the topic of the speech?
2. Write down the speaker's purpose.
3. Do you agree with the speaker?
4. Did the speaker change your mind?
5. Was this a good speech?
6. How did the speaker feel about the issue?

Questions for discussion:

1. What specific things were different about the two speeches?
2. Having seen the other speech, how do you think your initial reaction to the issue was shaped?
3. Did seeing the other speech affect your opinion on the issue? How did it change? Why?

Further activity: The class might consider a current social movement in light of this activity. How does the way a group expresses its goals affect the public's response?

Evaluation/Assessment: The quizzes might be graded for comprehension. Class discussion should certainly be observed. In addition, students might write an essay, drawing examples from this activity, on the question "What effects to facial expressions, posture, ton of voice, and gestures have on the audience?"

Grade 7–9

Title of the Exercise: "How-To" Speeches

Primary Competency: Communication Codes

Subcompetency: Use nonverbal signs appropriate for situation

Life Environment: Maintenance

Objectives of the Exercise: Students will analyze the ways in which nonverbal signs naturally facilitate communication.

Procedure: Have the students give five-minute demonstration/information speeches—a "how to" presentation. Possible topics include cooking, painting, computer programming, roofing, bicycle maintenance, and karate.

Questions/Follow-up: After the presentations, provide students with personal written critiques. Consider content, organization, and delivery. Class discussion might focus primarily on delivery skills. The following procedure might be followed in discussion:

1. Ask the presenter:
   How did you use gestures?
   What role did your tone of voice play in the presentation?
   What sort of facial expressions did you use?
   Why did you incorporate props? (if appropriate)
2. Ask the class to respond to the same questions concerning the presentation.
3. Compare the two sets of answers in an attempt to discover how aware the presenter is of his or her own nonverbal behavior, and also the ways in which he or she might improve nonverbal skills.

Evaluation/Assessment: The presentation can be assessed on the basis of content, organization, and delivery, or on more specific skills. The following evaluation form is suggested.

Evaluation Form—"How To" Speeches

Speaker: ________________________________
Topic: ________________________________
Organization: Was the speech easy to follow?
If not, why not?
Elements of delivery:
Gestures:
Vocal variety:
Facial expression:
Movement:
Props: (optional)
Did the speaker seem prepared?
Did the speaker seem comfortable/relaxed?
Any other significant elements:
Grade: ______

Grades 10–12

Title of the Exercise: Memos or Meetings?

Primary Competency: Communication Codes

Subcompetency: Use nonverbal signs appropriate for situation

Life Environment: Occupational

Objectives of the Exercise: Students will examine the different capacities of print and face-to-face communication in an office setting.

Procedure: Pass out the following interoffice memo to the class and have them read it as if they were members of the staff to which it is addressed.

Memo

To: All Office Staff
FROM: J. Tanner, Administrative Assistant
Re: Personal phone use

In recent months personal phone calling during office hours has seemed to increase. Although there are certainly reasons for making private calls over the course of the day, I ask you to keep such calls to a minimum. Chatting with friends can take place during lunch.

Also, there has been an steady increase in our long distance phone bill since the WATTS line was installed. The convenience of "toll free" calling is wonderful for distant friends and relatives, but we pay the bill. Our policy of no personal long distance calls is, and forever will be, in effect, Please refrain from taking advantage of the phones.

Thank you for your cooperation.

Then pretend the staff has come together for a meeting before the memo was sent.

Instead of sending the memo, address the class verbally and cover the same information. Stress the crucial points, inject humor, and ask for responses Then return to being the class and discuss the differences between the two forms of communication.

Questions/Follow-up: Some potential discussion questions:

1. How did you, as an employee, react to the memo? To the meeting?
2. Why were the two reactions different?
3. Which communication method is more effective, more likely to achieve the desired result? Why?
4. How might both communications have been more effective? Less effective?

5. What do you think is most important about these communications; getting the messages across quickly and accurately, or being certain to consider the reaction of the recipient? Are the two things mutually exclusive?

Evaluation/Assessment: Class discussion can be evaluated for overall success of the exercise. Individual evaluation is difficult, unless a written reaction is assigned.

Grades 10–12

Title of the Exercise: Debate

Primary Competency: Communication Codes

Subcompetency: Use nonverbal signs appropriate for situation

Life Environment: Citizenship

Objectives of the Exercise: Students will learn to control their nonverbal communication behavior when engaged in semiformal political discussion with peers.

Procedure: The class should select a topic of current controversy for open discussion/debate. These might be school, community, or national issues. Any degree of formality may be chosen; a wide variety of debate styles are available. The class can simply be divided in half and given a few days for research and preparation of arguments. They might divide into small groups to do each step of the work. On the day of the debate, give a spokesperson from each side five minutes to present opening arguments, and then take alternating pro and con comments/statements/questions for as long as class time and enthusiasm permit. Require students to take notes on all aspects of nonverbal behavior. Spend the next class period discussing the activity.

Questions/Follow-up: Class discussion might center on the following issues:

1. What were some common nonverbal behaviors in the discussion? Why do you think they were common in this section?
2. What sort of nonverbal behaviors communicated the most hostility? the most empathy? Why?
3. Did one side seem to win the argument? Why?
4. What sort of nonverbal behaviors communicated openmindedness? closemindedness?

5. Was anyone surprised by another person's reaction to one of his or her statements? Were you able to figure out why the other person reacted that way? What did you do that might have contributed to that reaction?

Evaluation/Assessment: Students should write a report based on their observations/notes from the debate. This should be turned in before class discussion. Students can write a few additional paragraphs after the discussion, summarizing any insight which discussion afforded them.

Grades 10–12

Title of the Exercise: Mime

Primary Competency: Communication Codes

Subcompetency: Use nonverbal signs appropriate for situation

Life Environment: Maintenance

Objectives of the Exercise: The student will mime various communication situations and work to establish nonverbal self-monitoring abilities.

Procedure: Clear space for activity in the classroom, or find an alternate space in which to work. Announce the activity ahead of time so students can dress appropriately. Spend a period working with simple mime. After some warm-ups (stretching, jumping jacks, etc.), throw out communication scenarios to mime in pairs and small groups: an argument between children, someone waking up on a cold morning, some residents of a nursing home playing cards, American Indians setting up a campsite. Save the last ten minutes of class for discussion.

Questions/Follow-up:

1. Which scenario was hardest? Which was easiest? Why?
2. Did you discover any new energies or stretches in your body? What can you do that you didn't think you could?
3. Did you have any trouble communicating without words? When would you have liked to use words? What can you do without them?

If the activity is successful, continue it for a few days and work towards miming more and more ordinary things, such as getting home from school, or grocery shopping.

Evaluation/Assessment: Students might be required to write a brief response to the activity and then take notes describing their own and others' nonverbal communication for a few days.

Grades 7–9

Title of the Exercise: Storytelling

Primary Competency: Communication Codes

Subcompetency: Use voice effectively

Life Environment: Maintenance

Objectives of the Exercise: The student will tell a story to the class.

Procedure: Explain to the class that storytelling involves the informal sharing of a story, not a memorized script. Demonstrate storytelling or find someone who will do it for you. Have each student pick out a favorite piece of children's literature and help them prepare to tell the story. Creative props and costumes are sometimes fun additions to the project, and may help in the telling. An elementary school or day-care center might welcome the students as storytellers. If they will do such "public" performance, give them the chance to perform before the class first. If no outside performance can be arranged, have the students tell the stories to the class.

Questions/Follow-up: If outside performances are arranged, be sure to get students' reactions when they return. Was the experience as bad as they expected? What seemed to interest/excite the audience the most? What would they change if they could do it again?

Evaluation/Assessment: The skill of the storyteller can be evaluated (see critique sheet). Be certain that intentions and analysis of the story are taken into account. Performance skills must be based on an understanding of the story and a feeling for the audience.

Storytelling Critique Sheet

Name of storyteller: ______________________________

Title of story: ______________________________

Consideration should be given to these factors: (1) the storyteller's understanding of the material, (2) sensitivity to the emotional content, (3) the believability of the characters, (4) a presentation which does not call attention to itself but enhances the materials. Comments:

Use of voice:
    (volume, rate, pause, pitch, articulation, resonance, tone)
Use of props:
    (optional)

Grade: _____

Grades 7–9

Title of the Exercise: Classic Oratory

Primary Competency: Communication Codes

Subcompetency: Use voice effectively

Life Environment: Citizenship

Objectives of the Exercise: Students will deliver a portion of a speech, focusing on vocal skills.

Procedure: Each student should choose a speech on some historical or political issue. Various periodicals carry the texts of speeches, and history books are also likely sources. Students may select classics such as "The Gettysburg Address" or Martin Luther King, Jr.'s "I Have a Dream." Winston Churchill's speeches and the speeches of American Indian leaders are also good for this purpose. Contemporary speeches are equally appropriate. The selection need not be memorized. The student should cut a three-to-five-minute section from the speech and prepare to deliver it from a lectern to the class. Preparation must include thinking through the entire speech and the context of its initial delivery. Explain to the class that they need not force themselves to gesture or move away from the lectern (in *this* exercise!), but that they should concentrate on the vocal aspects of delivery: volume, articulation, resonance, pause, rate, pitch, and tone. These should all be employed to bring to life for the class the meaning of the words.

Questions/Follow-up: After each speech, first ask for positive feedback from the audience. What were the strong points? What did the words mean? Then ask for constructive criticism. If these were the strengths of the speech, how might the speaker build on them? How well did the voice match the meanings of the speech? As a final activity, play recordings of classic moments in modern rhetoric, such as King's speech, FDR's announcement of the Pearl Harbor attack, the reporter's reaction to the Hindenburg disaster. Discuss the importance of their voices to their meanings.

Evaluation/Assessment: Again, evaluation should focus on the vocal aspects of delivery. Each student should receive a written critique and/or private conference after his or her speech. An evaluation form follows.

Evaluation Form—Classic Oratory

Name:
Speech:
Author:
Overall, how well did the speech bring the author's words to life again?
Vocal expressiveness:
  overall:
  volume:
  articulation:
  resonance:
  pause:
  rate:
  pitch/inflection:
  tone of voice:

Grades 7–9

Title of the Exercise: Invisible Speeches

Primary Competency: Communication Codes

Subcompetency: Use voice effectively

Life Environment: Occupational

Objectives of the Exercise: Students will practice vocal skills such as volume, pause, rate, pitch, and tone in a presentation.

Procedure: Students should choose a career field of interest and prepare a three-to-five-minute description of that field to present in class. The presentations should be read from prepared speeches. The presentations should be done with the speaker invisible to the class, but within earshot. He or she may stand behind a screen or at the back of the room, but the class may not look at him during the presentation. Instruct students to try to maintain the class's attention through the use of their voices alone. Do not allow any background music or sound effects.

Questions/Follow-up: Discussion should focus on vocal skills in public speaking and on listening skills. Here are some questions which might be considered during the discussion:

1. What was easy and what was difficult about giving this presentation?
2. How would the people listening describe the speaker's voice?
3. What aspects of the presentation made listening easy?
4. What aspects of the presentation made listening difficult?

5. What elements of vocal skill should this speaker concentrate on to become more effective? Rate? Volume? Pause? Tone?

Further Activity: Since the presentation is scripted, you can drill certain skills with students. Have them reread parts of the presentation in an effort to improve the deficiencies pointed out by class discussion.

Evaluation/Assessment: A brief written or oral critique should be provided for each student. Scripts may also be turned in for evaluation. A written evaluation form follows.

Evaluation—The Invisible Speaker

Name: ____________ Career: ____________
Volume:
Articulation:
Resonance:
Pause:
Rate:
Pitch/inflection:
Tone of voice:
Energy/enthusiasm:
To what extent did the presentation hold the class' interest? Why?
Grade: _____

Grades 10–12

Title of the Exercise: The Voice Revealed!

Primary Competency: Communication Codes

Subcompetency: Use voice effectively

Life Environment: Occupational

Objectives of the Exercise: The student will hear his or her own voice and develop more vocal control.

Procedure: Each student should write a business letter. The letters can be the students' own creations, as long as they have a serious intent. Then the students should dictate the letters to a tape recorder, as if for a secretary to type. Play the dictations back, and discuss the students' handling of vocal skills. After discussion, the student should do the dictation a second time in an effort to improve.

Questions/Follow-up: Class discussion should center on the following issues: volume, articulation, resonance, pause, rate, pitch/inflection, and tone of voice. Ask the students to react to their own performances first. Then turn discussion over to the whole class.

Further Activity: A local disc jockey or radio announcer might make an interesting guest lecturer. This person might discuss his or her personal vocal style and the principles that guide it, vocal conventions of radio in general, and/or careers in radio and mass media.

Evaluation/Assessment: The students' responsiveness to criticism (their improvement on the second attempt) should be more important than the initial performance. A written critique or short conference should be offered to each student. The business letter can also be turned in for evaluation. An evaluation form follows.

Evaluation Form—Business Letter

Student's name: ____
Any writing problems:
Voice:
    Volume:
    Articulation:
    Resonance:
    Pause:
    Rate:
    Pitch/inflection:
    Tone of voice:
Grade: _____

Grades 10–12

Title of the Exercise: Vocal Analysis

Primary Competency: Communication Codes

Subcompetency: Use voice effectively

Life Environment: Citizenship

Objectives of the Exercise: The student will attend a city council or other government meeting and offer a report on the role of vocal characteristics in the interactions.

Procedure: This can be a long-term assignment, something that must be finished at some point before the end of the term. Each student should attend a city council or other government meeting and observe the role of vocal characteristics in the interaction. They should piece together a sort of vocal composite of several key speakers in the situation. How does the subject use pause? Is the voice high or low in pitch? Is there an accent? What are the usual volume and rate of speech? What is the vocal quality, the "character" of the voice? How do these things affect the other speakers' responses to the subject? The analysis should include some sort of overall statement about the situation and should aim at relating the vocal characteristics of the speakers to the situation as a whole. Although oral reports are preferable, this analysis is perhaps more easily handled in written oral form. When all reports are in, however, a few students might be asked to report their observations to the class.

Questions/Follow-up: During the day of oral presentations, discussion should incorporate material from as many students' reports as possible. Explain that the students chosen to do full oral reports are representative of the class, and ask for other students to share similar and contrary experiences. Try to focus discussion on the ways in which vocal characteristics relate to the setting.

Evaluation/Assessment: Student reports (written and/or oral) should be evaluated for content (quality of observation and of analysis) as well as for style of expression.

Grades 10–12

Title of the Exercise: Oral Interpretation

Primary Competency: Communication Codes

Subcompetency: Use voice effectively

Life Environment: Maintenance

Objectives of the Exercise: The student will choose a piece of literature and interpret it in performance.

Procedure: Explain oral interpretation to the class. Offer demonstrations of oral interpretation, your own work or others'. Then have each student select a favorite short piece of poetry, prose, or drama for performance. Help them cut the text to three-to-five-minutes in length, and to prepare the presentation. This requires a good deal of individualized attention, but students can help one another during open "lab" class time. If an extracurricular speech program exists, students and coaches affiliated with it may be able to help. Allow perhaps a week for preparation (maybe three staggered days in class) and then begin performances. Instruct students to focus primarily on vocal aspects of performance. Performances should be memorized.

Questions/Follow-up: After each performance, spend a few minutes discussing the work. Concentrate on the extent to which the performance matched the meanings in the text, and the use of the voice as an element of performance. Consider the distinctiveness of different characters, volume, articulation, resonance, pause, rate, inflection, and overall tone of voice.

Evaluation/Assessment: The performances can be evaluated and a written critique given to each student. Also, watch for students who make insightful comments about other students' work. Some are understanders but not performers.

An evaluation form follows.

Critique—Oral Interpretation

Student's name: ______________________________
Selection: ______________________________
Physical Expressiveness:
- Gestures:
- Facial Expression:
- Characterization:

Vocal Expressiveness:
- Characterization:
- Volume:
- Articulation:
- Resonance:
- Pause:
- Rate:
- Inflection:
- Tone Of Voice:

Continuity of Cutting:
How well did the performance reflect the meanings of the text?
Grade: _____

Human Relations

Grades 7–9

Title of the Exercise: Understanding Misunderstanding

Primary Competency: Human Relations

Subcompetency: Describe another's viewpoint

Life Environment: Occupational

Objectives of the Exercise: Students will be able to recognize that words have varying connotations which can cause misunderstandings, and that such misunderstandings are not signs of ignorance or hostility.

Procedure: Ask each student to think about a time when something he or she said was misunderstood, causing a problem in a working relationship. The incident should involve a misunderstanding with a teacher or parent. Have the student write a brief paragraph describing what he or she *said* and what was *meant*. The student then writes a second paragraph describing what was apparently *heard* and *misunderstood* by the adult. Finally, the student is asked to rewrite his or her original statement using words that are less likely to be misunderstood. Instructions for the three steps should be given just before each step so that the first paragraph is not written with the third paragraph in mind. (Note: This exercise can also be reversed, and students can analzyze why they misunderstood the language of an employer, teacher, or parent.) After the writing is completed, the instructor leads a discussion of the way connotations can cause well-intentioned people to misunderstand.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Why do people who share the same language understand it differently?
2. What can be done in the midst of a misunderstanding if you realize your words are being misinterpreted?
3. What can be done now if you realize your words were misunderstood hours or days ago?

4. Are some misunderstandings unimportant and best overlooked and forgotten? How can you tell the difference between important and unimportant misunderstandings?

Evaluation/Assessment: Collect the students' papers at the end of the class discussion and return them later with comments and suggestions. Students should be told in advance that their papers will be collected but read only by the teacher.

Grades 7–9

Title of the Exercise: Evolving Perceptions

Primary Competency: Human Relations

Subcompetency: Describe another's viewpoint

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to recognize that another's viewpoint is usually more complex than it initially appears.

Procedure: Ask each student to write one or two paragraphs about a character in a film or novel. This should be a character whose words and actions seem very clear at first, but whom, as the story progresses, says or does something unexpected—revealing deeper, more complicated intentions. Students should choose a character that they thought they easily understood at first, but that surprised them later. After each student has written a description of his or her first impression of the character and the later change in that impression, ask volunteers to describe their examples and build class discussion inductively from these examples.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Messages on billboards can be understood at a glance while passing by at 55 miles per hour. How are human messages different?
2. If a person has a deeply held opinion, it is usually caused by some personal experience in that person's background. Do we need that experience in order to understand the person's present view?
3. When you express an opinion or viewpoint, are there usually additional thoughts in your mind which are left unsaid?

Evaluation/Assessment: At the end of class discussion, collect the papers and return them later with comments. Students should be told in advance that their papers will be collected.

Grades 7–9

Title of the Exercise: Instant Role Reversal

Primary Competency: Human Relations

Subcompetency: Describe another's viewpoint

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to experience how particular roles and responsibilities affect a viewpoint.

Procedure: The class should be seated in a circle. The circle can be any size. Ask students to assume that the person on their immediate right is their parent and the person on the immediate left is their son or daught Thus, every student in the circle is playing two roles at once. Ask each student to write a short note (at the top of a blank page) to his or he "parent," requesting permission to do something or asking that some specific family rule be relaxed. This request is then passed to the parent who writes a short reply on the same sheet, denying the request and giving a reason. The sheets are then passed back and forth as subsequent responses are added. Note: No conversation should occur during the exercise; the dialogues should be written in silence. After approximately twenty minutes, the instructor should collect the sheets and lead discussion of the experience.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Did you find yourself moving closer or further away from the view of your parent during the exchange of notes? Why?
2. Did you find it difficult to give a reason for saying no to the beginning request? As you were thinking of a reason, did you learn something about your own parents?
3. Did you find it easier to be a parent as time went on? Do we grow into our roles?
4. Did the responses from your parent in any way affect your responses to your son or daughter? Does this suggest the way roles are learned from generation to generation?
5. Are you surprised by anything you said as a parent?
6. Are there any advantages to writing instead of talking during a disagreement? What are some disadvantages?

Evaluation/Assessment: Collect the dialogues and evaluate them on the basis of careful thinking and efforts to play the roles realistically.

Grades 10–12

Title of the Exercise: Negotiating for the Other Side

Primary Competency: Human Relations

Subcompetency: Describe another's viewpoint

Life Environment: Occupational

Objectives of the Exercise: Students will be able to recognize that, by definition, an issue has two defendable sides—and intelligent, well-intentioned people are found on both sides of many issues.

Procedure: Choose an issue current to your school environment or local community which lends itself to negotiation—a pay increase for teachers, or new athletic uniforms, for example. A day in advance of the exercise, provide detailed oral or written information about the issue. On the day of the exercise, each student states which side of the issue he or she supports. Assign each student to be a negotiator for the position *opposite* to his or her own view. Insofar as possible, opposing negotiators should be paired on a one-to-one basis. If there is an uneven division, teams of two or three can meet with one person representing the other side. Before discussion begins, each negotiator should write a statement which describes (1) his or her opening offer, and (2) the minimum that he or she will accept for settlement. This statement must not be seen by the other side. Negotiations between representatives of the two sides should be conducted for approximately fifteen minutes. Sufficient space is needed to allow each negotiating unit to interact without hearing the discussion going on among other members of the class. The instructor should circulate and monitor the negotiations as they proceed—giving directions as needed about negotiation procedures. At the end of the allotted time, each paired unit should prepare a joint written statement describing either their agreement or the points which remain unresolved. The instructor should collect both the original individual statements and the final joint statements.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What was the most difficult aspect of representing a position opposite to your own?
2. After completing this exercise, are you better able to see both sides of the issue?
3. Is there any issue which does not have two defensible sides? If so, is it a real issue?

4. Is it ethical to advocate an idea that conflicts with your personal view? Do attorneys sometimes represent positions that are contrary to their personal views? Do you think this is right?

Evaluation/Assessment: Read and comment on both the initial and joint statements and return them to the students. Evaluations of this exercise can be based on these written statements and on the instructor's observations of the quality and seriousness of the negotiation efforts.

Grades 10–12

Title of the Exercise: Objective Perception of Ethos

Primary Competency: Human Relations

Subcompetency: Describe another's viewpoint

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to recognize that credibility derives from a person's character, not the view he or she has on a particular issue.

Procedure: Introduce the classical concept of ethos and review Aristotle's criteria of intelligence, character, and good will. You might use well-known figures to represent the traits: Einstein, intelligence; Mother Theresa, character; and Jerry Lewis, good will. Discuss with the class the tendency to attribute low ethos to people with whom we disagree. Ask each student to list two persons (a public figure and a personal acquaintance) with whom he or she often disagrees but who nonetheless have high ethos in the student's eyes. Students should also write a few sentences explaining why they feel as they do. Sufficient time should be allowed for students to think of examples and to think through their own perceptions. Class discussion can then be based on the examples the students have identified.

Questions/Follow-up: The following questions might be considered during discussion:

1. What is the difference between liking someone and believing them?
2. Are honest and honorable people sometimes wrong? Does being wrong necessarily destroy a person's ethos?
3. What does diminish a person's ethos?
4. Do you think there are people who often disagree with you, but still trust you?

Evaluation/Assessment: Collect the written statements to be sure that students have reasoned through the difference between similarity of viewpoints and perceived ethos. Individual follow-up with some students may be necessary.

Grades 10–12

Title of the Exercise: Rogerian Listening*

Primary Competency: Human Relations

Subcompetency: Describe another's viewpoint

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to distinguish misunderstanding from disagreement; to recognize that different values need not jeopardize relationships.

Procedure: Give the class a list of approximately ten statements, phrased as propositions of policy, for example, "The Equal Rights Amendment should be adopted." These policy statements may concern national, local, or school issues. After students have been given time to consider the statements, they are asked to vote yes or no on each statement. (No neutrality is allowed in this exercise.) Tabulate the voting (done by raising hands). The objective is to identify an issue about which the class is divided. When this issue is identified, ask those who voted yes to move on one side of the room and those who voted no to move to the opposite side. Each student is then asked to join a person from the other side. A dialogue then follows in each pair, beginning with one person stating his or her position. The second person must paraphrase the first person's comments to his or her satisfaction before responding. This paraphrasing followed by responses should alternate between the two students for approximately 10 minutes. End all dialogues at the same time.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Are your views any closer to those of the other person than when you began?
2. Did you discover anything about which you agreed?
3. Do you now see the issue as more complicated than you originally thought?
4. Have any initial misunderstandings been cleared up?

5. Does any disagreement remain?
6. Is the remaining disagreement harmful to your relationship?

If time allows, the exercise may be repeated with another issue and different pairings.

Evaluation/Assessment: Circulate during the exercise, and emphasize as necessary the need to paraphrase. A written paragraph addressing the preceding questions might be requested from each student at the end of the exercise. (*A related exercise, also based on ideas from Carl R. Rogers, may be found in Sidney B. Simon, Leland W. Howe, and Howard Hirshenbaum, *Values Clarification* (New York: Hart Publishing Co., 1972), 295–98.)

Grades 7–9

Title of the Exercise: The New Job

Primary Competency: Human Relations

Subcompetency: Describe differences in opinion

Life Environment: Occupational

Objectives of the Exercise: Students will understand that people who use the same label to describe a job do not always have the same opinion as to what the label means.

Procedure: Read or hand out the following scenario:

> Jamie has been hired to clean the yard of Mr. Brown who is moving into a house in the next block. Jamie has tended to his own yard and that of several other people, so he is sure that he knows just what to do. He has contracted to "clean the yard" by the job—that is, he will do everything for one set price. Mr. Brown seems pleasantly surprised by the price Jamie quotes. He tells Jamie that his tools are in the garage and he gives him the key before leaving town to pick up his wife and family. When Mr. Brown returns, Jamie has finished the yard and goes over to return the key and get his money. To Jamie's surprise, Mr. Brown is angry. "You only did part of the job. I will not pay you until you have finished." Jamie is puzzled and embarrassed. He feels that he has done what he was hired to do because he has done what he always does for his other customers. What went wrong?
>
> Divide the class into two equal groups. Name one group "Jamies" and the other group "Mr. Browns." There will probably be two small Jamie groups and two small Mr. Brown groups. Have each small group confer. Jamie groups should decide what the boy did when asked to clean the yard for the moderate charge he quoted. Mr. Brown groups should decide what Mr. Brown expected when he asked Jamie to clean the yard.

Have student small groups name one of their number to role-play either the Jamie or Mr. Brown role. Form dyads of Mr. Browns and Jamies to take turns enacting the hiring scene while attempting to avoid any misunderstanding.

After the role-plays, students should critique the enactments, commenting on each player's ability to summarize the other's opinion of how the job should be done.

Questions/Follow-up: The following questions might be used during the discussion.

1. Why do you suppose that they did not agree on what the job was to cover?
2. How could they have avoided this misunderstanding?
3. What could Mr. Brown have done differently?
4. What could Jamie have done differently?
5. What indication was there before Jamie cleaned the yard that there might be some misunderstanding?
6. What did Mr. Brown mean by the phrase "cleaning the yard"? What did Jamie mean by the phrase "cleaning the yard"?

Evaluation/Assessment: The class should be able to suggest some rules for exploring and resolving differences of opinion in a new job situation to the satisfaction of the class and the teacher.

Grades 7–9

Title of the Exercise: Whose Opinion Did You Ask?

Primary Competency: Human Relations

Subcompetency: Describe differences in opinion

Life Environment: Citizenship

Objectives of the Exercise: The student will be able to

1. See that differences of opinion may result from people having different occupations;
2. Describe the opinions of others to see that securing a variety of opinions can be helpful.

Procedure: Originate a discussion on what makes a good school citizen. Ask students to submit their ideas on how to describe a good school citizen. List these on the chalkboard, and ask students to copy and retain their copies. Ask students to think of other people in the school or community who might have useful ideas about how to describe a good citizen.

Assign students to two-person interview teams for specific school personnel until all class members have an assignment. The student teams will interview bus drivers, cafeteria managers and workers, school administrators, a physical education teacher, a band director, a coach of varsity sports, a librarian, classroom teachers, and eight students, or approximately two students from each grade level of the school. Give students two or three days to complete their interviews and prepare the results to present to the class.

Student interviewers will report the results of their interviews to the class. Individual opinion items can be listed on the chalkboard. Replace the original class-composed list of statements describing a good school citizen on the chalkboard. Compare this list with the new master list of opinion gathered from the people throughout the class.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Are there differences in the lists?
2. Which list is more useful to the school as a whole?
3. Why did people with different occupations have differences of opinion about what makes a good school citizen?
4. Was any person's or group's ideas unimportant? Explain your answer.
5. What contributions to good citizenship had you not thought of until taking part in this exercise?
6. Would adults learn anything if they interviewed policemen, firemen, sanitation workers, city government officials, etc. about what makes a good citizen in your community?
7. Which is more descriptive of a good citizen?
   a. He/she forms an opinion or comes to a conclusion based on personal knowledge.
   b. He/she forms an opinion or comes to a conclusion based upon many people's knowledge.

After any needed editing and polishing, the master list can be orally presented in an assembly program, included in an article submitted to the school paper, produced in poster form and displayed in the classroom, or presented to the school principal in the form of a suggestion proclamation.

Evaluation/Assessment: Given an oral or written exam, students should be able to connect a person's occupation with his or her probable competence and understanding of a given or related area, to suggest specific items of information which could be supplied by persons from a given occupation, and to list two reasons why gathering several opinions is usually better than relying on one.

Grades 7–9

Title of the Exercise: You Are Important to Me

Primary Competency: Human Relations

Subcompetency: Describe differences in opinion

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to describe the opinions of others in a positive, fair, and effective manner.

Procedure: Hand out copies of the instructions and situations. Ask individual students to read and think about a specific character's position in one of the following circumstances (characters may be used more than once):

1. John and Mark want to go together to an end-of-school supper-dance at a friend's house. Mark wants to ask Renee to be his date because she is fun and a good dancer. John thinks Mark should ask someone else because Renee acted loud and silly at the last party they attended. He is afraid that Renee will embarrass them before parents and friends.
2. Greg and Helen have had a long-standing date for this coming Friday night. Helen wants to attend a party; there will be friends there that she has not seen for a long time. Greg wants to attend an anti-nuclear waste meeting where his brother and the governor will be speaking. Each thinks that the other is being unreasonable.
3. Larry is a talented athlete in a small school. Because of injuries and difficulties with his schoolwork, the school counselor thinks he should choose between basketball or baseball teams. Larry wants to play on both teams; both coaches say they need him.
4. Jack and Anne are in the same history class. Jack wants Anne to take the history notes for both of them in class today because he needs to study for a big science test during class on the side. Anne

thinks that Jack is imposing on her and that he will do better on the history test coming up if he takes his own notes. She may not have time to make him a copy before tonight anyway, when he will need the notes to study.

5. George and Sam are stepbrothers. Their parents have left it up to them to decide how to allocate a list of household and yard chores. George wants each one of them to do all the chores for one week; that way each brother would have every other week off and have a lot of free time. Sam wants to split the chores daily so they won't take so long. Neither one of them wants to involve their parents in the decision.
6. Adele is vice president in the youth group at her church or synagogue. A big regional convention is planned for this weekend. She has also been invited to visit some new friends at their house at the beach. Adele wants to accept the invitation to the beach; Ralph, the president of the youth group, thinks she should stay for the convention.

Give the following instructions to students:

> You are a friend of the person you are assigned to represent. For example, if John is your assignment, you are to describe John's opinion to Mark. You want Mark to go along with John's ideas. BUT, it is very important for John and Mark to remain friends. You will be very careful to give John's reasons and position without putting down Mark and his position. Help your friend carry his point without making the other person upset or angry.
>
> You will have approximately five minutes to prepare your ideas and one minute to orally present your character's opinion before the class. After five minutes have elapsed, call on individual students for their presentations. Students representing characters in the same situation should follow each other; otherwise order is unimportant.

Questions/Follow-up: The following questions might be considered after the presentations:

1. What kinds of things did this advocate do well?
2. What kinds of things could this advocate probably do better next time?
3. What would your reaction be if you were the other person in this situation: Would you remain a friend? Would you be interested in further discussion? Would you be upset or angry?

Evaluation/Assessment: The class should be able to compose a list of suggestions for giving another person's opinion to the satisfaction of the teacher.

Grade level: 10–12

Title of the Exercise: Finding a Home for the Pac-Man Family

Primary Competency: Human Relations

Subcompetency: Describe differences in opinion

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. listen and accept opposing opinions;
2. state their own views in a clear and logical manner;
3. present two opposing views without resorting to biased language, name-calling, or put-downs of either position or participant;
4. identify behaviors which bring about an impartial and effective presentation of opposing views;
5. observe and experience the benefits of a clear and even-handed presentation of opposing views.

Procedure: You will need the following participants and materials.

Participants: Cashiers, Store Managers, Mr./Ms. Smiths, Observers (optional), Store Owners

Materials: Oven timer, clock with alarm, or stopwatch; pencil and paper for Smiths and observers

Read or hand out copies of the following scenario:

> The Neighborhood Fast Service Store recently put in some Pac-Man Videogames. Students from the nearby school gather there after school to play the games, have a snack, and wait for their rides home. Currently, the games are located alongside the large front window. The cashier wants the games moved. Some of the reasons she or he gives are: the students stand around the front counter and block access to the cash register for other customers; the view of the gas pumps is blocked and it is hard to oversee the self-service transactions; noise from the machines and those playing them is distracting to the process of adding up purchases and making change. The store manager wants the games to remain where they are placed. Some of the reasons she or he gives are: the sight of students playing the games attracts more customers; the students can watch for their rides while they play the games; it is convenient for the players to get change for the games from the cashier; if the players are at the front of the store, they don't congest the aisles where the merchandise is displayed, and other customers can get to the items they want to buy. Mr./Ms. Smith has worked as both a cashier and a store manager. He/she is leaving town for another city. Both the clerk and the manager like and respect Mr./Ms. Smith and want him/her to discuss the matter with the store owner, who has the final say on where the games will be placed.

Step 1: Divide the class into triads of a cashier, a store manager, and a Mr./Ms. Smith. Any extras may be assigned the role of observers. Instruct students to get into their roles and discuss the situation. Observers are to move quietly among the groups, taking note of discussion behaviors. Set timer for five minutes.

Step 2: When the bell rings, have the class form into groups of all cashiers, all store managers, and all Smiths. Observers will continue their role of watching behaviors and listening to the interactions. Instruct the cashiers and store managers to organize their reasons and feelings for their stands, and the Smiths to formulate questions which will help them to get a clear understanding of each store employee's position. Set timer for five minutes.

Step 3: When the bell rings, the original triads should be reformed. Instruct cashiers and store managers to again discuss the situation and restate their views. Smiths should ask the questions formulated by their large group. Smiths should listen carefully, take notes, and then restate the views of the cashier and manager of their triads to each character's satisfaction.

Step 4: When the bell rings, inform students that all but Smiths will become store owners to listen to the presentations of the Smith characters. Instruct Smiths that each will have two minutes to come into the classroom singly and present the views of their cashier and store manager. Smiths leave the room and then come in one at a time for their presentations. After each two-minute presentation (bell timer may be used at the discretion of the teacher), Smith characters will take a seat in the classroom to hear the remaining presentations.

Questions/Follow-up:

1. For each observer: Name two observed behaviors which either helped or hindered the discussion interactions.
2. For the class as a whole:
   a. Is it reasonable for people with different jobs to have opposing ideas about how things should be done?
   b. Was Smith a good choice to present both sides to the store owner? Why?
   c. Does a person with a higher job status always know the best way to do things?
   d. Does a person with a lower job status always know the best way?
   e. Was the store owner helped by knowing both employees' views before making a decision? Why?
   f. What behaviors of the Smith actors helped them give an effective impartial presentation (choice of language, tone of voice, gestures, facial expression)?

g. What behaviors would be interpreted as suggesting bias in favor of one position over the other?

Evaluation/Assessment: At the end of the discussion, individual students should be able to list positive rules for presenting the opinions of others (to the satisfaction of the teacher). When the desired responses have been heard, the students should give themselves a round of applause.

Grades 10–12

Title of the Exercise: There are Usually Two Valuable Opinions

Primary Competency: Human Relations

Subcompetency: Describe differences in opinion

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to describe two opinions equitably and recognize a fair presentation of two opposing positions.

Procedure: Teacher reads or hands out copies of the following scenario:

> Metro Club, a group of high school students, is in a competition for their state organization's Citizenship Award. They are considering two projects. One of these concerns a T-Ball League in their hometown which needs volunteers to help oversee and supervise practice and game sessions. Part of the club (Group A) favors taking on this service project although it will take all their available time and curtail their money-making opportunities. Another group (Group B) wants to spend group time on car washes, yard cleaning, and child care activities. This money raising option will put money in the treasury for a summer dance *and* make a donation to their favorite organization, Charity Children's Hospital. A child from Metro City is receiving care at this hospital. This group feels that people from the neighborhood are trying to push some time-consuming chores on others rather than spend time and effort with the T-Ball group formed for their own children. If, however, the League cannot get additional help to assist the few adults available, the league may be disbanded. This is the only city-sponsored activity planned for children who otherwise will be on their own during the day since most of their parents work.

Your task is to formulate a statement for *each* group which explain and expand upon their position.

Step 1: Form the class into dyads. Each dyad will compose two statements: one describing Group A's opinion; one describing Group B's opinion.

Teacher will privately give three dyads special instructions written on a 3x5 card. One dyad will be told to favor Group A's position; one will be told to favor Group B's position; and one will be told to belittle both positions and offer a new project of their own which would be unsuitable for a Citizenship award.

Step 2: Tell the class "Either one of you in each dyad may be called upon to act as an advocate for either group before the class. You have five minutes to discuss Group A's position and formulate your statement."

Time

"You have five minutes to discuss and formulate Group B's position."

Time

Step 3: After allowing the ten minutes for preparation, the teacher will call randomly upon dyad members to present a description of one side or the other's opinion. She will ask the class to refrain from any evaluation until all the presentations there are time for are complete. The biased and unsuitable dyad's presentations should be included among those dyads reporting orally.

Questions/Follow-up: Which person best supported A's position? What behaviors did you specifically notice? (Draw attention to such factors as choice of language, tone of voice, gestures, facial expressions).

What person best supported B's position? What behaviors did you specifically notice? (Draw attention to such factors as choice of language, tone of voice, gestures, facial expressions).

Which person's presentation best supported both position? What behaviors did you specifically notice? (Draw attention to such factors as choice of language, tone of voice, gestures, facial expressions).

Reveal to the class that three of the dyads were given special instructions. Ask them to recall examples of how these students deviated from clear and fair presentations of group opinions.

Evaluation/Assessment: Students should be able to describe the two opposing opinions equitably to the satisfaction of the teacher.

Students should be able to list behaviors which would contribute toward either a fair or biased presentation of opinion to the satisfaction of the teacher.

Grades 10–12

Title of the Exercise: Becoming a Family

Primary Competency: Human Relations

Subcompetency: Describe differences in opinion

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to describe the opinions of others without prejudice.

Procedure: Read or hand out copies of the following scenario:

> Ruth has lived with her mother, Mary, since the parents divorced several years ago. Mary has always worked, and Ruth has learned to accept responsibility for her own behavior and to assume her share of the household duties. Recently, Mary married Joe, a fine, hard-working man from a large second-generation-American family. Ruth and Joe always got along well before the marriage. Since the marriage, however, their relationship has deteriorated. Since Mary works afternoons and early evenings, Ruth's job is to prepare dinner for herself and Joe. When she goes out with her boyfriend, she sometimes leaves before Joe has finished eating, so she cleans up the table and the kitchen after she comes home. She is almost always home before midnight because she doesn't want her mother to stay awake worrying about her. Ruth has noticed that Joe seems angry and tight-lipped when she leaves. Last night she heard Mary and Joe arguing after she got home and she heard her name mentioned. This morning at breakfast, Ruth could tell that her mother had been crying. When she asked what was the matter, Mary said that Joe said that she was a bad mother and that Ruth was growing up "trashy." Ruth knows that Mary is usually very happy with Joe, and she is anxious for their marriage to last. When she asks Joe why he is giving her mother a hard time about her, Joe says that Mary should be ashamed of herself for letting Ruth neglect her duties and stay out all hours.
>
> In Ruth's opinion, Mary is a good mother and she is a good daughter. She does not understand why Joe's opinion differs, but she is anxious not to cause further trouble between her mother and stepfather. She asks Joe if they cannot share their opinions about how she should act to meet his approval and at the same time allow her the self-determination to which she is accustomed.

Divide the class into groups of roughly equal size:

Group A—all male

Group B—all female

Groups C and D—mixed male and female

Groups A and C should decide on how they think Joe would describe a good daughter; Groups B and D should decide on how they think Ruth would describe a good daughter. Each person in each group should be asked to contribute at least one suggestion toward the complete description of his or her character's opinion. Allow five minutes for conference.

After five minutes, each group sends a spokesperson to the front of the room to inform the class of the group's description. Groups may not make any changes in their lists of points or descriptions after the reports have begun. List points on the board as given.

Groups A and C each send a "Joe" and Groups B and D each send a "Ruth" to form two dyads.

Each dyad completes the following steps before the class:

1. Joe summarizes his opinion of a good daughter.
2. Ruth restates Joe's opinion to his satisfaction.
3. Ruth summarizes her opinion of a good daughter.
4. Joe restates Ruth's opinion to her satisfaction.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Do you see any differences of opinion about what makes a good daughter?
2. Why do you think that these differences exist?
3. Do you think Ruth and Joe needed to find out each other's opinion?
4. Can you summarize Joe and Ruth's opinions without contributing negative connotations through your choice of language, tone of voice, gestures, or facial expression?
5. Can you point out strengths and weaknesses of a summary?

(Ask for at least two summaries for question 4 and two responses for question 5.)

Evaluation/Assessment: Upon request, individual students should be able to restate either character's position fairly and to the satisfaction of the teacher and the class.

Grades 7–9

Title of the Exercise: Feelings of Students

Primary Competency: Human Relations

Subcompetency: Express feelings to others

Life Environment: Occupational

Objectives of the Exercise: Students will express their feelings about schoolwork in a class presentation.

Procedure: Each student should select one experience with a teacher which made him or her feel particularly good or bad. This may be an interpersonal situation of reward or discipline, a particular assignment, or another classroom experience. It need not be a current experience. Encourage students to think back to elementary school. Also ask that they not slander people known to the class. Then, the students should prepare and present to the class a three-to-five-minute talk that addresses the following points:

a description of the experience;
feelings during the experience;
causes of those feelings;
effects of those feelings.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Were you able to sense the speaker's feelings? What moments were particularly expressive? Why?
2. If the feelings were negative, how might the people involved in the situation have acted differently to avoid the bad feelings?
3. In a way, being a student is your job, your current occupation. Can you imagine an adult work experience involving similar feelings?

Evaluation/Assessment: The following form may be used in evaluating students' presentations.

Feelings of Students

Speaker's name: ______________________
Experience described: ______________________
Feelings described: ______________________
____
Clarity/Power of Expression: 1 2 3 4 5
fair excellent
Reasons for above rating:
General Speaking Skill/Comments:
vocal variety:
gestures:
posture:
organization:
use of props (optional):
Grade: _____

Grades 7–9

Title of the Exercise: Freedom of Speech

Primary Competency: Human Relations

Subcompetency: Express feelings to others

Life Environment: Citizenship

Objectives of the Exercise: Students will

1. discuss their feelings on a particular social issue;
2. arrive at consensus as to the best way to express their feelings publicly;
3. monitor public reaction to their message.

Procedure: Have the class break down into groups of three-to-five students. Each group should choose a social issue (school, community, state, national or international) and discuss their feelings on the issue. Some reorganizing of groups may be necessary as feelings and opinions emerge. Allow at least one class period for discussion and arranging the groups. Once the group members have decided how they feel about the issue they should select and implement a means of expressing their feelings publicly. Possible techniques include a letter to the editor (of a school or city paper), an oral statement at a city council meeting, a letter to a senator, a visit to the superintendent, a sign posted in the cafeteria, or a petition for students. If a group elects a potentially anti-establishment approach, or might break a school rule (even a minor one) be certain they are aware of the consequences. After they have made their statement have group members monitor the feedback (students' comments, letters to the editor, the senator's reply).

Questions/Follow-up: Each group should give a ten-minute report on their project in front of the class. The report should include: the group's issues and feelings, the group's method of expression and why they chose it, the public reaction, and the group's reaction to the public reaction. Class discussion should focus on the following questions:

1. Did the method of expression seem appropriate to the group's feelings?
2. What might the group do next, if they were really involved in the issue?

Evaluation/Assessment: The oral report should be evaluated. A written reaction to the group's work should also be handed in by each individual member. It should focus on the individual student's feelings about the group's work. In what ways was the student satisfied or dissatisfied with the group?

Grades 7–9

Title of the Exercise: Haiku

Primary Competency: Human Relations

Subcompetency: Express feelings to others

Life Environment: Maintenance

Objectives of the Exercise: Students will read haiku with feelings they think are appropriate.

Procedure: An assortment of haiku written by high school students follows. Pass the poems out to the class and have each student choose one to read. The same haiku may be read by two or more students. Each student should try to read the poem in a way that recreates the emotional tone the writer tried to capture.

Questions/Follow-up: The following questions might be considered during the discussion after each haiku reading:

1. What tone did you feel the reader created?
2. Did it seem appropriate to the haiku?
3. Are there other tones suggested in the poem as well?
4. How else might the haiku be read? (If more than one student has chosen a haiku, have them read one after the other, and then discuss.)

Evaluation/Assessment: Use the form that follows for evaluation. Have the students write the haiku on the form before they read. (The haiku are from students at Wooster High School, Wooster, Ohio.)

Haiku

1. The air smells humid,
People look uncomfortable,
Like sweat-filled T-shirts.

2. So temptingly tart,
Nothing like one fresh lemon
To make my lips twinge.

3. Watching the day go
From the bank of a large creek,
I plop my line in.

4. I gaze at the tree.
Carpet-like moss climbs the trunk,
Dying, old, helpless.

5. The falling leaves
Cannot brake the wind, which
The heavens breathe.

6. Inching up the twig
Goes the shy caterpillar,
No destination.

7. Humiliation—
Two hundred kids in the whole
Band; he screams at me.

8. Rough, scratchy asphalt
Tears against my fingertips,
Painting me pictures.

9. Tiny ant drags food
Across a bridge of dry
Grass, four times its size.

10. Once used and now gone,
A discarded, empty tube.
Did John brush longer?

11. Raindrops tapping on
a lonely stranger's forehead,
Mixing with his tears.

12. Dead moss on the trees
Looks like carpet on the floor
With more beauty in it.

13. Tiny green forests
Are clinging to gnarled smiles
Awaiting sunlight.

14. The beating of waves,
The clashing on near rocks,
The wild sea's alive.

15. Life is much too short
Like the rain it comes and goes
To sink in the ground.

16. The wind swishes by,
Screaming with delight as it
Lashes at the earth.

17. Watching the rain fall,
Endlessly washing away
My puny labors.

18. Snow clings tightly to
The slope, scattering as I
Slice uncertain paths.

19. Flailing, orange, with large
Kissing lips, my goldfish pants.
A bubble is born.

20. Love, it's overused.
Tattered, torn, and tossed around,
Just another word.

21. Worm wiggling wildly
In a pool of stagnant water
Gasps for life. Glub. Glub.

22. Soft and drowsy, sun-
Warmed; moist, and green,
  worms ponder
Life on Burpee's Big Boy.

23. The roots that grasp firm,
Giving the tree support like
Parents do for youngsters.

24. Warm, wet emptiness
In the pit of my stomach,
My tummy talks.

25. Rundown and forgotten
Abandoned house on the hill,
Cobwebs know you're there.

26. Squawk of a blue jay,
Horn from a small, blue import,
Sound the same to me.

27. Where men and time fail,
What water will not erode,
Poetry will solve.

Haiku Reading

Reader's Name: ______________________________
Haiku: ______________________________
____
____

Emotional Tone:
  appropriate? 1 (yes) 2 3 4 5 (no)
  clearly expressed? 1 (yes) 2 3 4 5 (no)
  Comments:
Delivery:
  vocal variety:
  use of pause:
  gestures:
  posture:
  props (optional):
  enthusiasm/sincerity:
Grade: ______

Grades 10–12

Title of the Exercise: On-the-Job Feelings

Primary Competency: Human Relations

Subcompetency: Express feelings to others

Life Environment: Occupational

Objectives of the Exercise: Students will express their feelings about a job in a class presentation.

Procedure: Each student should select a job position he or she has held. The job may be a long-term one, such as lifeguarding over the summer, or a short-term one, such as an evening spent babysitting. Then each student should prepare and present to the class a three-to-five minute talk which addresses the following points:

description of the job experience,
feelings during the job experience,
causes of those feelings,
effects of those feelings.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Were you able to sense the speaker's feelings? What moments were particularly expressive? Why?
2. If the feelings were negative, how might the people involved have acted differently in order to avoid the bad feelings?
3. To what extent did the work environment itself play a role in the feelings and the interaction?

Evaluation/Assessment: The following form can be used for evaluating the students' presentations.

On-the-Job Feelings

Speaker's name: ______________________
Job: ______________________
Feelings described: ______________________
____

Clarity/Power of Expression: 1 fair 2 3 4 5 excellent

Reasons for the above rating: ______________________
____

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General Speaking Quality—Comments:
    vocal variety:
    gestures:
    posture:
    organization:
    use of props (optional):
Grade: _____

Grades 10–12

Title of the Exercise: Social-Issues Sentiments

Primary Competency: Human Relations

Subcompetency: Express feelings to others

Life Environment: Citizenship

Objectives of the Exercise: Students will share with the class their feelings on a social issue.

Procedure: Each student should select a current social issue which he or she has particular feelings about. Each student will then prepare and present to the class a five-to-seven minute presentation which expresses (1) his or her feelings and (2) the reasons for the feelings. Encourage the use of visual aids or props.

Questions/Follow-up: The following questions might be considered during the discussion:

1. Were you able to feel the speaker's feelings? at what moment(s) in particular, and why?
2. Did the presentation stimulate any feelings in you?
3. Would this presentation be a strong motivator, a "call to action," or might people dismiss it as "all emotion"?

Evaluation/Assessment: The following form may be used in evaluating the students' presentations.

Social Issues Presentation

Speaker's name: ____________________________
Social issue: ____________________________
Feelings described: ____________________________
____
Clarity/Power of Expression: 1 (fair) 2 3 4 5 (excellent)

Reasons for above rating:
Rationale for feelings:
Sufficient rationale? yes no
If no, why not?: ____________________
____
____

General Speaking Skill/Comments:
vocal variety:
gestures:
posture:
organization:
use of props (optional):
Grade: ____

Grades 10–12

Title of the Exercise: My Feelings in Someone Else's Words

Primary Competency: Human Relations

Subcompetency: Express feelings to others

Life Environment: Maintenance

Objectives of the Exercise: Students will choose a piece of writing that expresses their feelings, and read it to the class.

Procedure: Each student should find a piece of writing (prose, poetry, drama, newspaper column, magazine article) that expresses their own feelings about something. They should bring it to class and read it aloud, attempting to make clear the feelings that made them choose this piece. The reading need not be more than three-to-five minutes, and it should not be a "performance" situation. Students might even sit in a circle to share their selections. The emphasis should be on creating a supportive, accepting climate, so that feelings can be shared.

Questions/Follow-up: After each student reads, the following might be asked of the group:

1. What feelings did you hear expressed in the selection?
2. Where/why/how did you hear them?

The following might be asked of the reader:

1. What feelings did you want us to hear in the selection? (Why did you choose this selection?)
2. Where in the selection do you think these feelings are the clearest?

Evaluation/Assessment: This is almost impossible to assess. The author recommends against assigning different value ratings to students' attempts at expressing their feelings this openly.

Grades 7–9

Title of the Exercise: The Customer's Always Right?

Primary Competency: Human Relations

Subcompetency: Perform social rituals

Life Environment: Occupational

Objectives of the Exercise: Students will be able to understand acceptable communication behaviors for the workplace.

Procedure: Ask students to role-play the following occupational situations:

1. Waiting on a customer at a fast-food restaurant. The customer is in a hurry and complains that you are too slow.
2. Answering a telephone and taking a message for the boss who is out of his office. The caller has called several times, and the boss has continually "just missed" the caller.
3. A receptionist introducing a client to the boss. The client is early for the appointment.
4. Waiting on a customer in a retail store. The customer has had quite a bit of difficulty choosing her or his new shoes, and you have shown the customer nearly every pair which is the correct size.

Questions/Follow-up: the following questions might be considered during the discussion:

1. What types of behaviors do we expect from people who wait on us in restaurants or stores?
2. What roles should we play as customers?
3. What jobs have you held thus far (babysitting, lawn mowing, etc.)? What role did social rituals play in dealing with your employers?

Evaluation/Assessment: The class will be able to state the communication attributes of a good employee in terms of dealing with customers.

Grades 7–9

Title of the Exercise: "I'd Like to Introduce . . ."

Primary Competency: Human Relations

Subcompetency: Perform social rituals

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. describe the importance of introducing speakers and acknowledging introductions;
2. prepare speeches of introduction and acknowledgement.

Procedure: Divide students into pairs. One student is to prepare an introduction for the other student based on a set of circumstances and background description such as:

1. The president of the local school board is introducing the speaker at an assembly of teachers prior to the opening of the school year. The superintendent, the president of the teacher's union, and another school board member are present on the stage.
2. The president of the student council is introducing the principal to address the first all-school assembly at the start of a new school year. The president of the parent-teacher association is on stage along with other members of the school administration.
3. The football coach is introducing the guest speaker at a sports banquet which is attended by athletes and their parents.

The person being introduced is to prepare opening remarks for a speech which acknowledges the person giving the introduction and any other important individuals on stage.

Each student fills out a form which includes his or her name hobbies, likes, dislikes, and goals. Pair students who do not know each other well. Using the information form, each student in the dyad introduces his or her partner.

Questions/Follow-up: Possible follow-ups to this activity include:

1. Students could watch a videotape of a presidential address (or you could read them transcripts of the introductions of presidential inaugural addresses for several presidents). Ask students to list the stragegies employed by presidents in their opening remarks.
2. Ask students to describe assemblies and speeches they have attended. What standard procedures are used for introducing speakers in those situations?

Evaluation/Assessment: Introductions can be graded on accuracy of information provided in the introduction, and/or presentational aspects such as eye contact; a pleasant, easily-heard voice; and appropriate gestures and body stance.

I'd Like to Introduce . . .

Name:
Hobbies:
Likes:
Dislikes:
Goals:

Grades 7–9

Title of the Exercise: Introducing Me!

Primary Competency: Human Relations

Subcompetency: Perform social rituals

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to perform social rituals necessary to function as a junior high school student.

Procedure: Ask students to role-play introducing themselves and/or another person. Situations include:

1. You are a new student at school and know only a few people. You are looking for a place to sit in the cafeteria, and the only empty places are by people you do not know. Sit down next to them and introduce yourself and make small talk.
2. You are with your mother in the grocery store and see your math teacher who is the meanest teacher you have. She says hello to you first and stops in the aisle. Introduce her to your mother.
3. Your school is involved in a money-making project, selling candy door-to-door. Your next-door neighbors are new. Introduce yourself and explain your purpose.

Select two or three sets of students for each role-playing situation. Have one set of students leave the room while the other performs.

Questions/Follow-up: The following questions might be asked during the discussion:

1. Were there any differences in the approaches taken by the two groups? Could one approach be considered better than another or more acceptable?

2. What are the standard procedures one should go through in introducing oneself or another?
3. How should one refer to parents when introducing them (Mr., Mrs., complete names)?
4. What embarrassing situations have you experienced in being introduced or in introducing someone?

Evaluation/Assessment: Give students one or two additional situations which involve introductions, and have them prepare explanations of acceptable procedures and sample dialogue for the situation.

Grades 10–12

Title of the Exercise: What's Appropriate?

Primary Competency: Human Relations

Subcompetency: Perform social rituals

Life Environment: Occupational

Objectives of the Exercise: Students will be able to

1. increase their verbal and nonverbal skills in a variety of social situations;
2. introduce self;
3. make small talk;
4. adjust their social skills to a variety of situations.

Procedure: Arrange the room so that there are several chairs to serve as a waiting room; a desk for a receptionist should be near the group of chairs. Another part of the room should be designed as an office, with a desk and an additional chair placed in front of the desk.

Three or four students should be selected as interviewees; one student should serve as a receptionist and one as the interviewer. Brief descriptions of a hypothetical job should be supplied to the interviewer and interviewees. Each interviewee should enter the waiting area, make initial inquiries with the receptionist, then take a seat. The interviewees should have time as a group and must deal with making small talk with strangers while waiting to be called for an interview. Once a student is called in for an interview, the interviewer and interviewee should role-play the initial few minutes of a job interview which include introductions and background information. Other hypothetical jobs can be supplied and other students chosen to role-play. Other class members should serve as observers during the process.

Questions/Follow-up: The following questions might be considered during the discussion:

1. What verbal and nonverbal behaviors were used or observed in each of the three situations? Were there any differences in formality, language, information shared?
2. What is "appropriate" behavior in each of the three situations? Did each of the subjects exhibit appropriate behavior?
3. What has been your own experience performing social rituals in the workplace or as customers? What inappropriate behaviors have you used or observed? What made them so? What were the consequences?

Evaluation/Assessment: One week after the activity, ask students to write a brief description of an employment-related incident (either as an employee or as a customer) that occurred since the role-playing and which required using social ritual. Ask them to assess their skills and those of others in the situation.

Grades 10–12

Title of the Exercise: Come to Order!

Primary Competency: Human Relations

Subcompetency: Perform social rituals

Life Environment: Citizenship

Objectives of the Exercise: Students will be able to

1. describe the importance of social ritual in formal meetings;
2. use the language appropriate for addressing other individuals within a formal meeting situation.

Procedure: Have students observe a student government meeting, city government meeting, or other formal meeting which is run according to parliamentary rules. Students should make a record of the examples of social ritual involved in the conduct of the meeting. Have students prepare a written analysis of the procedures used, commenting on why the rituals are important in formal meetings.

Questions/Follow-up: As a follow-up, have students hold a mock city government meeting. Students should read local newspapers for accounts of the issues being considered by the city government, and discussion should be representative of those issues. After the mock government meeting, discussion could focus on:

1. Were the behaviors exhibited during our mock meeting appropriate? List some appropriate behaviors. Why were these appropriate? List some inappropriate behaviors. Why were these inappropriate?
2. Did the observations of an actual meeting affect your perceptions of appropriate behavior? If so, how?

Evaluation/Assessment: A participation grade for the mock meeting based upon level and appropriateness of participation in the meeting should be given.

Grades 10–12

Title of the Exercise: Social Customs

Primary Competency: Human Relations

Subcompetency: Perform social rituals

Life Environment: Maintenance

Objectives of the Exercise: Students will be able to perform social rituals necessary for functioning as a teenager in society.

Procedure: Ask selected students to perform the following role-playing situations while other class members observe:

1. Two friends who used to be neighbors and best friends in elementary school meet. One friend moved to another city in junior high and is in town visiting relatives. The two meet in any of the following places: a restaurant (one is just arriving and is waiting for a table, the other is leaving), a department store, the concession stand at a movie theatre a few minutes before the movie is to begin.
2. A teacher, parents, and a student gather in the teacher's office for an annual parent-student-teacher conference. The teacher is responsible for leading the meeting.
3. A boy arrives at the home of a girl he is dating for the first time. The girl's father answers the door and lets the boy in. The boy must wait a few minutes until the girl arrives. The girl's older brother is also home.

Questions/Follow-up:

1. Ask students to discuss the approaches the students took in each situation. Were they appropriate?
2. If more than one group of students participated in each role-playing situation, ask students to analyze the different approaches each group took. Was one more appropriate or effective than the other? Why or why not?
3. Ask students to discuss their own experiences in similar situations. How did they deal with each? What would they do differently if given another oportunity?

Evaluation/Assessment: Ask students to observe family members, teachers, friends, and characters on television and in movies for approximately one week to determine if there are social rituals that are "standard" in our culture. Have them list those which they found, and explain their importance to our culture. (This can be done orally or in written form.)

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